



# Undergraduate Bulletin

2024–25

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# UNDERGRADUATE BULLETIN

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## About this Bulletin

The University of Denver Undergraduate Bulletin has been prepared by the faculty and administration to serve as the governing document for University's undergraduate academic programs, courses and policies. The Undergraduate Bulletin represents the University's best planning at the time of publication. Course and curriculum changes; modification to tuition, fees or other charges; and unforeseen changes in other aspects of the University of Denver sometimes occur after the bulletin has been published, but before the changes can be incorporated in a later edition and apply to all students as of the date they become effective, regardless of whether they were in effect at the time the student initially enrolled at the University of Denver. Students are responsible for knowing all academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their period of enrollment at the University. The Undergraduate Bulletin does not constitute a contract between the University of Denver and its students on either a collective or individual basis.

The Undergraduate Bulletin is published and distributed annually in both a web and a PDF version. Maintaining document fidelity, both versions remain static after publication. Corrections to published errors can be obtained on the errata page accessed through the table of contents and on the Registrar's Office website.

## About DU

### The University of Denver

Founded in 1864, the University of Denver is an independent coeducational institution located in a residential neighborhood eight miles southeast of downtown Denver. Colleges, schools and divisions of the University include the following:

- College of Arts, Humanities and Social Sciences
- College of Natural Sciences and Mathematics
- Daniel Felix Ritchie School of Engineering and Computer Science
- Daniels College of Business
- Josef Korbel School of International Studies
- Graduate School of Professional Psychology
- Graduate School of Social Work
- Morgridge College of Education
- Sturm College of Law
- University College

## Students

University of Denver students come from all 50 states, in addition to the District of Columbia and from several U.S. territories, and from 82 different countries. Enrollment is approximately 13,400: 6,400 undergraduates and 7,000 graduate students.

## Accreditation

### Institutional Accreditation

The University of Denver is accredited as a doctoral degree-granting institution by the Higher Learning Commission (HLC) and is authorized to offer post-secondary education in the state of Colorado by the Colorado Department of Higher Education.

Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1413  
312-263-0456  
800-621-7440  
<https://www.hlcommission.org/>

Colorado Department of Higher Education  
1560 Broadway, Suite 1600  
Denver, CO 80208  
303-866-2723  
<http://higher.ed.colorado.gov>

## Specialized Accreditation

Individual academic programs undergo periodic review by accreditation or certification bodies in their field.

- Accreditation Association for Ambulatory Health Care
- Accrediting Board for Engineering and Technology
- American Bar Association
- American Chemical Society
- American Library Association
- American Psychological Association
- Association to Advance Collegiate Schools of Business International
- Colorado Department of Education
- Council for Accreditation of Educator Preparation
- Council on Social Work Education
- Master's in Psychology and Counseling Accreditation Council
- National Association for the Education of Young Children
- National Association of Schools of Arts and Design
- National Association of School Psychologists
- National Association of Schools of Music
- National Professional Science Master's Association
- National Security Agency - Center of Academic Excellence

## University Governance and Organization

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# Academic Calendar

Courses for programs other than the Sturm College of Law are offered on the quarter system; the Sturm College of Law operates on a semester calendar.

## Quarter System

The academic calendar is divided into fall, winter and spring quarters and a summer session. Each quarter is approximately ten weeks long and summer session is nine weeks. There are two interterm sessions. Students may complete degree requirements through continuous enrollment, including summers, or may arrange the normal work of a three-quarter academic year in any desirable sequence of quarters and summer session.

## Semester System

The academic calendar is divided into fall, spring and summer semesters.

## Summer Session

Summer session (<http://www.du.edu/summer/>) is an avenue for continuing undergraduate and graduate students to accelerate their programs or complete necessary coursework. Elective, Common Curriculum and required courses for majors and minors are offered in a variety of time frames. Travel and other unique courses including short, intensive workshops are part of the summer program. Visiting students, professionals and individuals

from the community interested in attending for the summer only are encouraged to attend and are admitted (p. 33) under an open-enrollment policy.

## Interterms

Interterms are the periods preceding each academic quarter, during which short, innovative on-campus, online, and travel experiences for undergraduate and graduate students are offered. Hours completed in interterms are applied as credit toward graduation requirements and may be applied to the major or minor. Students can find more information about and register for interterm classes through the Academic Programs (<https://www.du.edu/interterm/>) office. Questions about interterms should be directed to Academic Programs, Mary Reed Building, Room 301, 2199 S. University Blvd., Denver, CO 80208-2360, or by emailing [uap@du.edu](mailto:uap@du.edu).

Academic Calendar: Quarter System (p. 13)

Academic Calendar: Semester System (p. 14)

## Attendance

Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Students who fail to attend the first class and who have not previously notified their instructors of their absence may be withdrawn from the course by the Office of the Registrar in consultation with the instructor. Instructors have the right and responsibility to establish attendance policies for their courses.

Participation in official University activities, personal emergencies and religious observances are valid reasons for absences. Students are responsible for informing instructors about their absence and for completing assignments given during their absence. A student may not attend classes without being officially enrolled. Registrations are not processed after the designated registration period of the quarter.

## Final Exams

Any final exam for a course must be scheduled during the final exam period. Students must attend all final exams as scheduled by faculty. The final exam schedule has been created to avoid conflicting exams; however, time conflicts are possible. Students should check their final exam schedules early in the term to identify possible conflicts. Students are expected to let their instructors know when they have more than one exam being held at the same time. The Office of the Registrar will attempt to resolve conflicts whenever possible. Final exams are not rescheduled if a student has multiple exams on the same day. It is at the discretion of individual instructors to accommodate student requests for moving an exam in the event that a student has multiple exams on the same day. Final exams are not changed to accommodate student travel plans, and students should only plan travel after the official end date of the term.

The Office of the Registrar schedules final exams for classes held during standard meeting times in fall, winter and spring quarters. Final exams are also scheduled for certain classes meeting one day per week. Since summer quarter is a truncated term, we do not schedule any final exams for that quarter.

## Bereavement Policy

### Student Bereavement Policy

A student's absence from class will be excused in the event of a death in the student's immediate family or household for up to three consecutive business days for in-state memorial services and five consecutive business days for out-of-state memorial services. The student is responsible for fulfilling the course requirements and for working with course instructors on an appropriate timeline to submit any missed assignments/requirements.

The Office of Student Outreach & Support (SOS) is the designated office to help support the student and review all available options if the death has an impact on the student's academic progress for the term. Faculty requesting confirmation of the bereavement leave should consult with the SOS staff.

## Campus Weather Closures

Sometimes severe storms may create such a hazard that the University makes a decision to close and cancel operations for a period of time. Students can receive information about campus weather closures via email, telephone or text message by registering for the Emergency Notification System (<https://www.du.edu/emergency/notification/>).

## Religious Accommodations and Class Attendance

### Religious Accommodation Statement

The University of Denver has an enduring commitment to diversity and inclusive excellence, including religious diversity. The University honors and respects students' rights to observe sincerely held religious beliefs or practices and provides an educational environment in which all students are free from harassment and discrimination based on religion consistent with the requirements of federal, state and local law. As part of this commitment, the



University provides reasonable accommodations for students' sincerely held religious beliefs or practices unless the University determines that such an accommodation would fundamentally alter the curriculum or academic program.

## Religious Accommodation Procedures

Students should follow these procedures in requesting a religious accommodation for academic requirements:

- By the end of the second week of a course, students are expected to examine the course syllabus for potential conflicts with religious beliefs or practices and email their instructor to seek any requested absence(s). In the case of exams or assignments that are added to the syllabus or otherwise announced after the first two weeks of the course, students should email their instructor as soon as possible and in advance of the requested absence(s).
- For courses that are shorter than the traditional quarter or semester, within the first week of the course, students are expected to examine the course syllabus for potential conflicts with religious beliefs or practices and email their instructors to seek any requested absence(s). In the case of exams or assignments that are added to the syllabus or otherwise announced after the first week of the course, students should email their instructors as soon as possible and in advance of the requested absence(s).
- Students who have conflicts with the overall course pedagogy or delivery method, such as the time and date the class is offered or the modality, are encouraged to find an alternative section for the class.
- Requests for absences from an internship, externship, field placement, or other practical learning experience outside the classroom will be assessed on an individual, case-by-case basis in consultation with the University placement supervisor and the field placement supervisor. Students should understand that if an accommodation is granted, missing time from an internship, externship, field placement, or other practical learning experience may require the student to make up the missed time or work. Students who have conflicts with the overall schedule for an internship, externship, field placement, or other practical learning experience are encouraged to consider scheduling the internship, externship, field placement, or other practical learning experience at another time. The student should consult with the University placement supervisor for the program regarding such scheduling needs.

After receiving a request for religious accommodation (webform above automatically emails student-provided instructors), instructors must consider the request and determine whether the accommodation is reasonable and does not fundamentally alter the curriculum or academic program. The instructor should evaluate the request on a case-by-case basis, taking into account relevant factors including, but not limited to:

- the fundamental requirements of the applicable academic program and/or related technical standards;
- the requirements of the course;
- the requirements of the department or major;
- the potential effects of the accommodation on the individual and fellow students;
- the duration of the accommodation request; and
- the availability of alternative accommodations.

Prior to denying a request for religious accommodation or offering an alternative accommodation, if an instructor has concerns regarding whether a request for religious accommodation fundamentally alters the curriculum or academic program, the instructor should consult with the The Associate Vice Chancellor of Equal Opportunity and Title IX (via contact information at right).

The University is not required to accept the student's requested, preferred accommodation if there is more than one alternative that eliminates the religious conflict. When there is more than one alternative, the University may select any of the accommodations, provided that the accommodation will effectively eliminate the religious conflict.

Students are responsible for fulfilling the course requirements, including obtaining the materials and information provided during any missed class(es), and for working with course instructors in advance on an appropriate timeline to submit any missed assignments, take any exams, or complete organized activities.

Once a religious accommodation request is granted, the instructor will provide the student the opportunity to make-up the missed assignments, take any exams, or complete organized activities. In providing this opportunity, the instructor should provide alternatives that are substantially equivalent to the original assignment, exam, or activity.

## Appeals for Denial of Religious Accommodation for Academic Requirements

Students may appeal an instructor's decision denying a request for religious accommodation by submitting a written appeal to the chair of the department, or to the program director if there is no chair, within five (5) business days of the instructor's decision. The chair of the department or program director, as applicable, must consult with the Associate Vice Chancellor for Equal Opportunity and Title IX and/or the Vice Chancellor of Student Affairs or their designee issue a decision in writing within five (5) business days of receiving the appeal and shall include the reasons for the decision.

The student may appeal the decision of the chair of the department or program director denying the appeal to the dean of the appropriate academic unit, or the dean's designee, within five (5) business days of receiving the decision. The dean, or dean's designee, must consult with the Associate Vice Chancellor for Equal Opportunity and Title IX and issue a decision within five (5) business days of receiving the appeal. The decision of the dean, or dean's designee, is final.

Click to Request Religious Accommodations ([https://udenver.qualtrics.com/jfe/form/SV\\_1T9zN1Wjj7J05iR/](https://udenver.qualtrics.com/jfe/form/SV_1T9zN1Wjj7J05iR/))

### Concerns of Harassment or Discrimination

Students who believe that they have been harassed or discriminated against based on religion may contact the Office of Equal Opportunity & Title IX:

[www.du.edu/equalopportunity](https://www.du.edu/equalopportunity) (<https://www.du.edu/equalopportunity/>)

Phone 303-871-7016

Email at [equalopportunity@du.edu](mailto:equalopportunity@du.edu),

In person at the Driscoll Commons, 2050 E. Evans. Suite 30.

## 2024-2025 Academic Calendar: Quarter System

### Autumn Quarter 2024

September 9	Monday	Classes begin
November 16	Saturday	Last day of classes
November 18-21	Monday-Thursday	Final examination period

### Winter Interterm 2024

November 22	Friday	Classes begin
December 21	Saturday	Last day of classes

### Winter Quarter 2025

January 6	Monday	Classes begin
March 17	Monday	Last day of classes
March 18-21	Tuesday-Friday	Final examination period

### Spring Interterm 2025

March 22	Saturday	Classes begin
March 30	Sunday	Last day of classes

### Spring Quarter 2025

March 31	Monday	Classes begin
June 7	Monday	Last day of classes
June 9-12	Monday-Thursday	Final examination period
June 13	Friday	Graduate Commencement
June 14	Saturday	Undergraduate Commencement

### Summer Session 2025

June 14	Saturday	Classes begin
August 22	Friday	Last day of classes
August 23	Saturday	Commencement

### University Holidays

September 2, 2024	Monday	Labor Day
November 28-29 2024	Thursday-Friday	Thanksgiving
December 25-31, 2024	Wednesday-Tuesday	Winter Holiday
January 1 2025	Wednesday	New Year's Day
January 20, 2025	Monday	Martin Luther King Jr. Day
May 26, 2025	Monday	Memorial Day
June 19, 2025	Thursday	Juneteenth
July 4, 2025	Friday	Independence Day

## 2024-2025 Academic Calendar: Semester System

### Autumn Semester 2024

August 5-14	Monday-Wednesday	Orientation for first-year & JD transfer students
August 17	Saturday	Classes begin
November 25	Monday	Last day of classes
December 4-18	Wednesday-Wednesday	Final examination period

### Spring Semester 2025

January 4	Saturday	Classes begin
April 21	Monday	Last day of classes
April 30-May 15	Wednesday-Thursday	Final examination period
May 17	Saturday	Sturm College of Law Commencement

### Summer Semester 2025

May 16	Friday	Classes begin
July 16	Wednesday	Last day of classes
July 22-28	Tuesday-Monday	Final examination period

### University Holidays

September 2, 2024	Monday	Labor Day
November 28-29, 2024	Thursday-Friday	Thanksgiving
January 20, 2025	Monday	Martin Luther King Jr. Day
June 19, 2025	Thursday	Juneteenth
July 4, 2025	Friday	Independence Day

## Unit of Credit

### Unit of Credit

Credit hours are the unit of measure of the amount of work represented by specified learning outcomes in an academic program. Academic programs at the University of Denver are scheduled on both quarter and semester (College of Law) calendars. Each academic program specifies the number of (quarter- or semester-hour) credits required. Courses award credit based on learning outcomes for the course. For lecture courses, one credit hour represents one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-classroom student work each week the quarter or semester. Credit for non-lecture courses such as laboratories, internships, practica, studios or music performance classes represent equivalent learning outcomes. The amount of scheduled times for these courses vary.

More information regarding the University of Denver's credit guidelines and instructional methodology definitions can be found on the Registrar website (<https://www.du.edu/registrar/course/credithourguidelines.html>).

## Office of Equal Opportunity & Title IX- Policies and Procedures

The information below is accurate as of the date of publication of the Bulletin. For the current version of the University's Non-Discrimination Statement and current contact information for the Office of Equal Opportunity & Title IX (EOIX), please visit the webpages for the Non-Discrimination Statement (<https://www.du.edu/equalopportunity/non-discrimination-statement/>) and EOIX Staff (<https://www.du.edu/equalopportunity/who-we-are/>)

### University's Non-Discrimination Statement

The University of Denver prohibits discrimination on the basis of race, color, national origin, ancestry, age, religion, creed, disability, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, genetic information, military enlistment, or veteran status, and any other class of individuals protected from discrimination under federal, state, or local law, regulation, or ordinance in any of the University's educational programs and activities, and in the employment (including application for employment) and admissions (including application for admission) context, as required by Title IX of the Education Amendments of 1972; the Americans with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; Title VI and VII of the Civil Rights Act of 1964; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; the Equal Pay Act; the Colorado Equal Pay for Equal Work Act; the Colorado Protecting Opportunities and Workers' Rights ("POWR") Act; and any other federal, state, and local laws, regulations, or ordinances that prohibit discrimination, harassment, and/or retaliation.

The University prohibits unlawful harassment of students, employees, and third parties on the basis of any protected characteristic as identified above.

The University also prohibits retaliation against any individual for the purpose of interfering with any right or privilege secured by University policy or law, or because the individual makes a good faith report or formal complaint, testifies, assists, participates, or refuses to participate in any manner in an investigation, proceeding, or hearing under the University's Comprehensive Discrimination & Harassment Procedures or Title IX Sexual Harassment Procedures.

The University has designated the Associate Vice Chancellor for Equal Opportunity & Title IX (AVC for EOIX) to coordinate the University's compliance with federal and state civil rights laws regarding protected characteristics, including Title IX, the Age Discrimination Act of 1975, and those other laws and regulations referenced above:

Marti McCaleb, JD  
Associate Vice Chancellor for Equal Opportunity & Title IX and Title IX Coordinator  
Office of Equal Opportunity & Title IX  
(303) 871-7016  
<https://www.du.edu/equalopportunity/index.html> ([https://www.du.edu/equalopportunity%22%20/t%20%22\\_blank/](https://www.du.edu/equalopportunity%22%20/t%20%22_blank/))  
[titleix@du.edu](mailto:titleix@du.edu) ([%20titleix@du.edu](mailto:%20titleix@du.edu)) #or [Marti.McCaleb@du.edu](mailto:Marti.McCaleb@du.edu)

The University complies with all federal and state laws that protect individuals with disabilities from discrimination based on their disability or perceived disability status. As such, reasonable accommodations and auxiliary aids and services are available to individuals with disabilities when such modifications and services are necessary to access the University's programs and services. The University's ADA/504 Coordinator is

Joshua Kaufman

ADA Coordinator

Office of Equal Opportunity & Title IX

Driscoll Commons, Suite 30

2050 E. Evans Ave.

Denver CO 80208

(303) 871-3941

Accessibility | Denver (du.edu)

<https://www.du.edu/equalopportunity/index.html> (<https://www.du.edu/equalopportunity/>)

[ADACoordinator@du.edu](mailto:ADACoordinator@du.edu)

Inquiries about Title IX or the University's prohibitions against discrimination, harassment, and retaliation can be directed to the Associate Vice Chancellor for Equal Opportunity & Title IX, the ADA/504 Coordinator (for disability-related questions) or to the U.S. Department of Education, Office of Civil Rights, at the contact information below.

Complaints and inquiries regarding discrimination, harassment, and retaliation involving federal laws may be directed to:

U.S. Equal Employment Opportunity Commission

Denver Field Office

950 17th Street, Suite 300

Denver, CO 80202

Telephone: (800) 669-4000

FAX: (303) 866-1085

TTY: (800) 669-6820

ASL Video Phone: (844) 234-5122

Denver Office

Office for Civil Rights



U.S. Department of Education  
Cesar E. Chavez Memorial Building  
1244 Speer Boulevard, Suite 310  
Denver, CO 80204-3582  
Telephone: 303-844-5695  
FAX: 303-844-4303  
TDD: 800-877-8339  
Email: [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

Any person who believes the University as a federal contractor has violated nondiscrimination or affirmative action obligations may contact the Office of Federal Contract Compliance Programs (OFCCP) at:

OFCCP  
U.S. Department of Labor  
200 Constitution Ave. NW  
Washington, D.C. 20210  
[www.dol.gov](http://www.dol.gov)  
Telephone: (800) 397-6251  
TTY: (202) 693-133

The University provides more information about the Office of Equal Opportunity & Title IX (EOIX) on the EOIX website (<https://www.du.edu/equalopportunity/>), including the University's Discrimination and Harassment Policy (<https://www.du.edu/equalopportunity/policies-procedures/>), the EOIX procedures (<https://www.du.edu/equalopportunity/policies-procedures/>), and the EOIX online reporting form (<https://www.du.edu/equalopportunity/reporting-resources/>).

## Authorization and Disclosure

In October 2010, the Federal Department of Education issued "Program Integrity" regulations that require all Title IV eligible schools to obtain approval to operate in every state in which a student is located while receiving instruction. This is true for all educational programs, including distance education.

If an institution is offering postsecondary education through distance or correspondence education in a state in which it is not physically located, the institution must meet any state requirements for it to be legally offering distance or correspondence education in that state. In order to offer online educational opportunities to other states' residents, DU must comply with those states' policies for distance education and be able to demonstrate compliance upon request. Authorization and compliance is done through participation in State Authorization Reciprocity Agreements.

In 2014, the University of Denver was approved by Colorado to participate in the State Authorization Reciprocity Agreements (SARA) through the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. Participating in SARA allows the university to offer online and distance education in all states except California. The University of Denver maintains contact with that state to ensure the ability to offer distance programs there. We are currently authorized to offer distance programs in all 50 states.

Please direct questions about state authorization to the Office of the Registrar (<http://www.du.edu/registrar/>).

## Student Complaint State Contacts

This list below includes contact information for all 50 states, the District of Columbia and US territories and should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or Attorneys General Offices, may accept complaints regardless of whether the institution is required to be licensed in that state.

### Alabama

**Ron Leonard**  
Director of Special Initiatives  
Alabama Commission on Higher Education

100 North Union Street  
Montgomery, AL 36104  
334.242.2211  
ron.leonard@ache.edu

State Website: <https://www.ache.edu/>

## Alaska

### **Tyler Eggen**

Institutional Authorization Program Coordinator  
Alaska Commission on Postsecondary Education  
P.O. Box 110505  
Juneau, AK 99811-0505  
907.465.6741  
Tyler.Eggen@alaska.gov (tyler.eggen@alaska.gov)

State website: <https://acpsecure.alaska.gov/>

## Arizona

### **Lanna Dueck**

Executive Director  
Arizona SARA Council  
2323 W. 14th St.  
Tempe, AZ 85281  
480.517.8226  
ldueck.azsara@riosalado.edu

State website: <http://azsara.arizona.edu/>

## Arkansas

### **Alana Colburn**

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Arkansas Department of Education- Division of Higher Education  
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Little Rock, AR 72201  
501.371.2000  
alana.colburn@adhe.edu

State Website: <https://adhe.edu/> (<https://adhe.edu/>)

## Colorado

### **Heather Delange**

Director - Office of Private Postsecondary Education  
Colorado Department of Higher Education  
1600 Broadway, Suite 2200  
Denver, CO 80202  
303.862.3005  
heather.delange@dhe.state.co.us

State Website: <https://cdhe.colorado.gov/> (<https://cdhe.colorado.gov/>)

## Connecticut

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Connecticut Office of Higher Education  
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860.947.1837  
Sean.Seepersad@ct.gov

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Senior Consultant  
Connecticut Office of Higher Education  
450 Columbus Boulevard, Suite 707  
Hartford, CT 06103-1841  
860.947.1837  
Emily.Bjornberg@ct.gov

State Website: <http://www.ctohe.org/SARA/Default.shtml> (<http://www.ctohe.org/SARA/Default.shtml/>)

## Delaware

### Leigh Weldin

College Success Program Coordinator  
Delaware Department of Education  
401 Federal Street, Suite 2  
Dover, DE 19901  
302.735.4193  
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### aQuena Simon-Irby

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Delaware Department of Education  
401 Federal Street, Suite 2  
Dover, DE 19901  
302.735.4129  
[aQuena.Simon-Irby@doe.k12.de.us](mailto:aQuena.Simon-Irby@doe.k12.de.us)

State Website: <https://education.delaware.gov/community/higher-ed-authorizations/>

## District of Columbia

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Higher Education Licensure Commission  
Postsecondary Education  
DC Higher Education Licensure Commission  
1050 First St. NE, 5th Floor  
Washington, D.C. 20002  
202.724.2095  
[angela.lee@dc.gov](mailto:angela.lee@dc.gov) ([%20angela.lee@dc.gov](mailto:%20angela.lee@dc.gov))

State Website: <http://osse.dc.gov/service/state-authorization-reciprocity-agreement-sara> (<http://osse.dc.gov/service/state-authorization-reciprocity-agreement-sara/>)

## Florida

### Brandy Lyon

Educational Policy Director  
Commission for Independent Education  
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850-245-3200

### Sonia Browning

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Commission for Independent Education  
325 West Gaines Street, Room 1414  
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850.245.3210  
[sonia.browning@fldoe.org](mailto:sonia.browning@fldoe.org)

State Website: <https://www.fldoe.org/sara/>

## Georgia

### **Magda Rivers**

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Georgia Nonpublic Postsecondary Education Commission (GNPEC)  
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mrrivers@gnpec.ga.gov

### **Patricia "Pat" Neri**

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Georgia Nonpublic Postsecondary Education Commission (GNPEC)  
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State Website: <https://gnpec.georgia.gov/state-authorization-reciprocity-agreement-sara> (<https://gnpec.georgia.gov/state-authorization-reciprocity-agreement-sara/>)

## Hawaii

### **Jayson Horiuchi**

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hpeap@dcca.hawaii.gov

State Website: <http://cca.hawaii.gov/hpeap/sara/>

## Idaho

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## Illinois

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## Indiana

### **Ross Miller**

Director of State Authorization and Reciprocity



Indiana Commission for Higher Education/  
Indiana Board for Proprietary Education  
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Indianapolis, IN 46204-4206  
317.232.1033  
rmiller@che.in.gov

State Website: [www.in.gov/bpe](http://www.in.gov/bpe) (<http://www.in.gov/bpe/>)

## Iowa

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## Kentucky

### **Ms. Jevonda Keith**

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Kentucky Council on Postsecondary Education  
100 Airport Road, Third Floor  
Frankfort, KY 40601  
502.892.3031  
jevonda.keith@ky.gov

State Website: <http://cpe.ky.gov/campuses/sararequest.html>

## Louisiana

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Baton Rouge, LA 70802  
225.342.4253  
leann.detillier@laregents.edu (<http://eann.detillier@la.gov/>)

State Website: <http://www.regents.la.gov/subhome/institutional-licensure> (<http://www.regents.la.gov/subhome/institutional-licensure/>)

## Maine

### **Michael T. Perry**

Director of Higher Education & Educator Supports  
Maine Department of Higher Education

23 State House Station  
Augusta, Maine 04333-0023  
207.441.1718  
michael.t.perry@maine.gov

## Maryland

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Maryland Higher Education Commission  
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State Website: [http://mhec.maryland.gov/institutions\\_training/Pages/acadaff/sara.aspx](http://mhec.maryland.gov/institutions_training/Pages/acadaff/sara.aspx)

## Massachusetts

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State website: SARA / Massachusetts Department of Higher Education (<https://www.mass.edu/foradmin/sara/home.asp>)

## Michigan

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Michigan Department of Labor and Economic Opportunity  
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State website: [www.michigan.gov/pss](https://www.michigan.gov/pss) ([https://www.michigan.gov/leo/0,5863,7-336-78421\\_94422\\_2739--,00.html](https://www.michigan.gov/leo/0,5863,7-336-78421_94422_2739--,00.html))

## Minnesota

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## Mississippi

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State Website: <http://www.mississippi.edu/mcca/sara.asp>

## Missouri

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## Montana

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## Nebraska

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## Nevada

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State Website: <https://nshe.nevada.edu/administration/academics-student-affairs/sara/>

## New Hampshire

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## New Jersey

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New Jersey Office of the Secretary of Higher Education  
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## New Mexico

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## North Carolina

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North Carolina State Education Assistance Authority  
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terrence@saranc.org (%20terrence@saranc.org)

State Website: <https://www5.ncseaa.edu/SARANC/index.html> (<https://www5.ncseaa.edu/SARANC/>)

## North Dakota

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Director of Academic Affairs & Workforce Innovation

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## Ohio

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Ohio Department of Higher Education  
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## Oklahoma

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State Website: <http://www.okhighered.org/admin-fac/sara/>

## Oregon

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## Pennsylvania

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State Website: [https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-\(SARA\).aspx](https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx)

## Puerto Rico

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## Rhode Island

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## South Carolina

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South Carolina Commission on Higher Education  
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## South Dakota

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South Dakota Board of Regents  
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## Tennessee

### **Julie Woodruff**

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## Texas

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State Website: (<https://www.highered.texas.gov/>)<https://www.highered.texas.gov/> (<https://www.highered.texas.gov/>)

## U.S. Virgin Islands

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## Utah

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Utah System of Higher Education  
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State Website: <https://higheredutah.org/sara/>



## Vermont

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## Virginia

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State Website: <https://www.schev.edu/institutions/virginia-sara> (<https://www.schev.edu/institutions/virginia-sara/>)

## Washington

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## West Virginia

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State Website: <http://www.wvhepc.edu/inside-the-commission/special-initiatives/state-authorization-reciprocity-agreement-sara/>

## Wisconsin

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University of Wisconsin System Administration, Office of Compliance & Integrity  
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Madison, WI 53706  
608.265.2273  
psmith@uwsa.edu

State SARA Website: DLAB - Distance Learning Authorization Board (state.wi.us) (<https://heab.state.wi.us/dlab/>)

## Wyoming

**Rob Dennis**

Chief Operating Officer  
Wyoming Community College Commission  
2300 Capitol Ave., 5th Floor, Suite B  
Cheyenne, WY 82002  
307.777.7013  
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State Website: <https://communitycolleges.wy.edu/>

## Admission

Admission to the traditional bachelor's program and the bachelor of arts completion program are handled through separate offices and application processes. Requirements for both the traditional bachelor's and the bachelor of arts completion programs are outlined within this section.

## Requirements for Entrance to Special Programs and Courses

Admission to the University does not automatically admit a student to certain courses, degree programs or specialized programs. Consult the appropriate program and course descriptions in this bulletin for details concerning special admission requirements.

## Traditional Bachelor's Program

### Build the Foundation for Your Future

Open the door to a world of possibilities. As an undergraduate student at DU, you'll get a multidimensional, adventure-driven education that's rooted in a clear commitment to taking on the great issues of our time.

Enriched by distinctive learning experiences that extend from the classroom to the field, laboratory, community and professional world, your time here will be informed by diverse perspectives that deepen your understanding of local and global communities. In the end, you'll be uniquely prepared to confront an ever-evolving future and pursue a life and career of purpose.

### Innovative Degree Programs

Select from more than 100 areas of study, including both traditional and progressive offerings. We also offer compelling dual degree programs that span a variety of disciplines, including accounting, education, social work, art history, geographic information science, international studies, public policy, engineering, computer science and law.

## Admission

The University of Denver seeks students who have challenged themselves academically and who have demonstrated success in English, math, social studies, science and foreign language. In selecting each new incoming class, Undergraduate Admission considers all available information including evidence of academic achievement, contributions to school and community, extracurricular activities and leadership.

The University of Denver uses the Common Application. We encourage you to apply online at <https://www.commonapp.org/>. You can also read more about the application process and all required materials on our website at <https://www.du.edu/admission-aid/undergraduate/how-to-apply> (<https://www.du.edu/admission-aid/undergraduate/how-to-apply/>).

Undergraduate Admission invites you to learn more about the DU experience through our many visit programs. During a campus visit, you will learn about our admission process, tour our facilities, speak with current students, investigate the different programs of study and learn about extracurricular activities and social offerings available to students.

To register for a campus visit program, go to [www.du.edu/visit](http://www.du.edu/visit) (<http://www.du.edu/visit/>) or call Undergraduate Admission at 303-871-7711.

## Admission Standards

When reviewing an application, our admission committee considers the following:

- academic achievement
- grade point average
- standardized test scores (if submitted)
- DU's whole-person assessment, including personal essay and letters of recommendation

### Academic Achievement

The typical accepted high school student has taken a strong, competitive class schedule, which may include honors, college preparatory, Advanced Placement and/or International Baccalaureate courses.

### Grade Point Average (GPA)

The average weighted high school GPA of students accepted for Fall 2023 was 3.83. The middle 50 percent weighted GPA ranged from 3.73–4.0.

### Standardized Tests

Academic performance in high school is the most important factor in our admission process. However, we are a test-optional university, and submitting test scores is your choice. If you choose to submit your SAT and/or ACT scores, they will be considered along with your other application materials for both admission and merit scholarships.

- DU will accept either the SAT or the ACT. SAT Code: 4842 and ACT Code: 0534.
- We do not consider subject test or writing sections.
- If you've taken either test more than once, we'll combine the best scores from the individual sections of each test to create an ideal "super score."
- If you are a student attending a non-graded high school that does not provide a letter or numerical grade, you can be considered for admission without submitting an official SAT or ACT score. However, in order to be considered for merit scholarships, you will need to submit an official ACT or SAT score.

If you have questions about the University of Denver's test-optional path, please explore the FAQs and exceptions on the [test-optional \(https://www.du.edu/test-optional/\)](https://www.du.edu/test-optional/) webpage or contact your admission counselor.

The middle 50 percent test scores of students accepted for Fall 2023 were the following:

SAT	1260-1430	average was 1327
ACT	29-33	average was 30

## Whole-Person Assessment

DU students assume responsibilities outside the classroom; they are leaders, volunteers, artists, musicians, athletes, actors and people who contribute to their community as a whole. We value your essays and letters of recommendation, as well as your extracurricular activities. This helps us learn how you can make a difference during your time at DU.

Overall, our committee takes a holistic approach in considering a number of factors when shaping our class each year. While academic success is the main factor in our admission decisions, we also carefully consider institutional goals and priorities. For example, to remain within our financial aid budget, and to ensure students have the financial support necessary to enroll and graduate, we are "need-aware" with some decisions (we consider a family's ability to pay, and our ability to properly fund a student).

Additionally, we sometimes consider a student's level of interest in DU, and their overall likelihood to enroll, helping our team more accurately shape and plan for a complete incoming class. Interest can be demonstrated in a number of ways, including a virtual or in-person campus visit, connecting with us at a college fair, attending a high school visit, meeting with your admission counselor, or interacting with us digitally on our website or emails.

## Programs with Additional Admission Requirements

Daniels College of Business degree programs, Lamont School of Music degree programs and the bachelor of fine arts in the School of Art and Art History have requirements for admission beyond the criteria listed above.

### Daniels College of Business

Applicants who wish to pursue an undergraduate business major in Daniels must first apply to, and be accepted by, the University of Denver. The application to the university serves as the Daniels College of Business application for students who indicate business as their intended major on their application to DU. Students will be considered for direct admission to Daniels when accepted to the University of Denver. If applicants are not directly admitted through the DU application process, they are encouraged to work through the fast track or pre-business pathways as an enrolled student.

There are three possible admission routes into Daniels:

1. Secure direct admission upon application to the University of Denver, based on indication of business interest on application and overall strength of application credentials. Transfer applicants are evaluated on GPA, transfer coursework (with strong preference for calculus-level math), and work experience; or
2. Earn Fast Track admission upon completing two quarters as a full-time student at DU with a 3.5 cumulative GPA or higher, including successful completion (C- or higher) of MATH 1200 Calculus for Business and Social Sciences or MATH 1951 Calculus I; or
3. Pursue the Pre-Business Pathway through the successful completion (C- or higher) of the following: BUS 1440 The Fourth Industrial Revolution, BUS 1099 Daniels Professional Development Program Part I, ECON 1020 Economics: A Critical Introduction, INFO 1010 Analytics I: Data Management and Analysis, INFO 1020 Analytics II: Business Statistics and Analysis, MATH 1200 Calculus for Business and Social Sciences or MATH 1951 Calculus I, in addition to Microsoft Certifications for Excel, Word, and PowerPoint (obtained through INFO 1011 and INFO 1021 as co-requisite labs to INFO 1010 and INFO 1020, respectively). A 2.5 minimum cumulative GPA is required to apply. Application are accepted on a rolling basis throughout the year, once applicants have fulfilled all requirements.

This sample quarter-by-quarter course plan (<http://bulletin.du.edu/courseplan/>) outlines recommended paths for completing the courses required to earn Fast Track admission or to apply to Daniels. Successful completion of the Pre-Business Pathway guarantees admission to Daniels. Students will not have to re-apply or submit additional materials in tandem with the above requirements.

Please refer to the Daniels website (<http://daniels.du.edu> (<http://daniels.du.edu/>)) for specific information related to the admission process and requirements. Students needing special accommodations should contact University Disability Services at [dsp@du.edu](mailto:dsp@du.edu) ([dsp@du.edu?subject=](mailto:dsp@du.edu?subject=)), 303-871-3939 or [www.du.edu/studentlife/disability](http://www.du.edu/studentlife/disability) (<http://www.du.edu/studentlife/disability/>).

## Lamont School of Music

In addition to being accepted for study by the University, students desiring admission to the Lamont School of Music must audition with the appropriate music faculty and complete a Lamont application. Audition requirements differ by area. Requirements can be reviewed at [www.du.edu/lamont](http://www.du.edu/lamont). An in-person audition is preferable; however, students may submit a high quality video recording for review.

## School of Art and Art History

If admitted to the University and the School of Art & Art History (SAAH), students interested in the Studio Art program may enter as either a BA or BFA. Studio BFA students are required to undergo the BFA Review after the completion of the Foundations sequence and should seek the guidance of studio faculty their first quarter enrolled in SAAH.

Contact the School of Art and Art History (<https://liberalarts.du.edu/art/academics-admissions/programs-ug/bfa-studio-art/>) for details.

## Early Experience Applicants

After completing their sophomore or junior year in high school, students may enroll for limited study at the University through our Early Experience Program (<https://www.du.edu/admission-aid/undergraduate/early-experience/>), provided they meet admission requirements and are recommended by a high school counselor. Courses completed can be applied toward a University of Denver degree if the student is admitted as a degree candidate.

## First-Year Domestic Student Application Options

### Application and Decision Dates

For first-year domestic students, DU offers four application programs for the fall quarter: Early Action, Early Decision I, Early Decision II and Regular Decision.

#### Early Action

Early Action is a nonbinding program through which students obtain an early admission decision.

- Apply by November 1
- Decision letter: mid-December
- Deposit by May 1

#### Early Decision I

Early Decision I is a binding program through which students obtain an early admission decision and commit to enrolling at the University of Denver if admitted.

- Apply by November 1
- Decision letter: early December
- Deposit by late December

#### Early Decision II

Early Decision II is a binding program through which students obtain an early admission decision and commit to enrolling at the University of Denver if admitted.

- Apply by January 15
- Decision letter: early February
- Deposit by late February

#### Regular Decision

Regular Decision is the final admission deadline for consideration for the fall quarter and is nonbinding.

- Apply by January 15
- Decision letter: mid-March
- Deposit by May 1

#### Late Action Applications

First-year applications submitted after January 15 will be considered on a case-by-case, space-available basis.

## International Students

The University of Denver currently enrolls over 800 international students from more than 90 countries. All non-U.S. citizens applying for undergraduate admission, including U.S. permanent residents, undocumented/DACA students, and those with refugee or asylum status must complete the Common Application at <https://www.commonapp.org> (<https://www.commonapp.org/>).

### Deadlines for International Students

International first-year applicants will be considered for fall (September) admission only. Applications must be submitted by November 1 for Early Decision I or Early Action consideration or January 15 for Early Decision II or Regular Decision consideration.

The recommended application deadlines for transfer students are as follows:

Fall quarter	(September)	April 1 (priority deadline); July 1 (final deadline)
Winter quarter	(January)	October 15
Spring quarter	(March)	February 1 (limited space)
Summer quarter	(June)	May 1

All undergraduate international applicants will be automatically considered for merit-based scholarships. Applicants will be notified in their admission letter if they have been awarded a merit scholarship.

## Admission Standards for International Students

In addition to meeting all University of Denver admission requirements, non-native speakers of English must present proof of English proficiency. The University requires, at a minimum, one of the following scores:

- TOEFL (<https://www.ets.org/toefl/>) (Test of English as a Foreign Language): A TOEFL score of 80 or higher with no subscore below 18.
- IELTS (<https://www.ielts.org/>) (International English Language Testing System): An IELTS score of 6.5 or higher with no band score below 5.5.
- Duolingo English Test: (<https://englishtest.duolingo.com/>) A DET score of 115 or higher, with no subscores below 105 for Literacy, Comprehension, and Conversation or below 95 for Production.
- CAE (<http://www.cambridgeenglish.org/exams/advanced/>) (Cambridge Certificate in Advanced English): A grade of C or higher on the CAE.

For more information regarding English Proficiency, please visit: [www.du.edu/apply/admission/apply/international/proficiency.html](http://www.du.edu/apply/admission/apply/international/proficiency.html) (<http://www.du.edu/apply/admission/apply/international/proficiency.html>).

## English Language Courses for Non-Native Speakers

A fall quarter four-credit course, WRIT 1022 English for Academic Purposes, is required of all international students with test sub scores below the University minimum on speaking, reading, or writing. This class will assist non-native English-speaking students in developing academic writing practices and skills that they will need in their other coursework. The course will provide students with a foundational understanding of the conventions of American academic writing, peer learning and practices, and the resources needed to support their development over the course of their DU matriculation.

## Exemptions

Students who have completed academic secondary education wholly or in part in a language other than English may either take a standardized English placement test accepted by DU (TOEFL, IELTS, CAE, DUOLINGO) to determine if they need to take WRIT 1022 English for Academic Purposes, OR they may take a test, offered through the Center for World Languages and Cultures, for placement into another language in order to satisfy the DU Common Curriculum language requirement.

Students are considered for, but not guaranteed, exemption from the English proficiency score requirements and for exemption from the English for Academic Purposes course requirement if they have any of the following:

- completed final three years and earned a diploma from a secondary/high school where the language of instruction is English
- SAT Evidence-Based Reading and Writing (EBRW) score of 600 or higher
- ACT English subscore of 22 or higher
- 30 semester credits of coursework from a university or college where English is the sole language of instruction OR completion of the first-year English I and II requirements in a U.S. college or university

Students will need to complete the requirements for language as specified in the Common Curriculum (between 4-12 credits of language study). Students may work with the Center for World Languages and Cultures to determine language options.

For more information regarding admission of international students, see the University of Denver Office of International Student Admission website at <http://www.du.edu/apply/admission/apply/international/> or contact the office by email at [intladm@du.edu](mailto:intladm@du.edu); by telephone at 303-871-2790; or in person at 114 University Hall, 2197 S. University Blvd., Denver, CO ([http://bulletin.du.edu/webextlink://2197 S. University Blvd., Denver, CO](http://bulletin.du.edu/webextlink://2197%20S.%20University%20Blvd.,%20Denver,%20CO)) 80208-9401.

## Transfer Students

Each year, the University of Denver welcomes roughly 200 transfer students to our community. Qualified applicants are admitted on a rolling basis, provided space is available. An application is not considered complete until all official transcripts have been received.

### Deadlines for Transfer Applicants

Application and all supporting materials should be completed and received no later than the following dates:

Fall Quarter	April 1 (priority deadline); July 1 (final deadline)
Winter Quarter	October 15
Spring Quarter	February 1 (limited space)
Summer Quarter	May 1

### Admission Standards for Transfer Students

To be considered for admission, students transferring to DU from another regionally accredited institution must have a competitive grade point average in all college coursework. The admission committee looks for

- grades that reflect solid work at the college level—generally “B” grades or better, and
- course work that demonstrates serious intentions.

In addition, we consider any special situations or circumstances that may have influenced a student’s academic performance in college. Applicants must submit official transcripts from each college or university they have attended. If students have not successfully completed 30 college-level semester hours (45 quarter hours), they must also submit a final official high school transcript. Test scores can be submitted in this case, too, but are optional.

If you are unsure about your candidacy to the University of Denver, please call Undergraduate Admission at 303-871-2036.

## Readmitted Students

A student in academic good standing who withdraws from the University for one or more quarters (except summer session) but less than five calendar years must contact the Office of the Registrar and submit official transcripts of any college study completed during the time of absence.

Students who have not been enrolled at the University for more than five calendar years from their last term of enrollment must reapply for admission to the University through Undergraduate Admission. Students who are accepted for readmission may choose to complete their degree under the requirements of their original University bulletin or the current bulletin.

## Second Baccalaureate Degrees

A student with a bachelor’s degree from an accredited college or university who wants to earn a second bachelor’s degree from the University of Denver must meet normal admission requirements for transfer students. Please note that students pursuing a second baccalaureate degree will not be eligible for most forms of aid and will need to complete the following:

- residence requirement of at least 45 credits (one year of full-time study)
- major and minor requirements as defined by the appropriate departments and schools
- undergraduate degree requirements (p. 88)
- academic good standing (GPA of 2.0 or higher) at the time of graduation
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

Consult Concurrent and Second Baccalaureate Degrees (p. 103) for specific requirements.

## Non-Degree Student

Visiting students from another college or university who wish to pursue one to three quarters of study at DU and wish to transfer the credit to their home institution may apply as a non-degree student. This also applies to students seeking limited coursework for personal interest or professional growth. A student seeking a DU degree should not use a non-degree application. Students who have previously earned a bachelor’s degree and wish to take classes should contact the Office of Graduate Education (<https://www.du.edu/graduate-education/admission/non-degree-students/>) to complete a Graduate Non-Degree Application.

A non-degree student must submit an application, official transcript from the last institution attended and a nonrefundable \$65 application fee. Coursework completed as a non-degree student may be limited and is not automatically accepted toward a degree at the University of Denver. Students wishing to pursue coursework over the summer should register as a visiting summer student (p. 33) instead.

## Visiting Summer Students

The University of Denver has open enrollment for visiting students during the summer session. Students planning to enroll for the summer without the intention of obtaining a degree from the University of Denver will be considered a visiting student. Domestic students visiting for summer quarter register directly through the Office of the Registrar; they do not apply, nor do they submit transcripts. Please visit Summer @ DU (<https://www.du.edu/summer/>) for more information.

Undergraduate level visiting students who wish to continue at the University beyond the summer session must complete an Application for Admission (<https://www.du.edu/admission-aid/undergraduate/>).

Additional information about the summer quarter is available in the academic calendar (p. 10) section of this Bulletin and on the Office of the Registrar's website (<https://www.du.edu/registrar/>).

## Bachelor of Arts Completion Program

### Bachelor's Admission Criteria

Candidates for the Bachelor of Arts Completion Program are evaluated based on the following criteria. Entrance exams such as the ACT and SAT are not required.

1. Applicants must have completed 24 quarter hours (16 semester hours) of transferable credits in academic subjects. Applicants with between 24 and 44 quarter hours of total college credit earned may also need to submit high school transcripts or official verification of the High School Equivalency Diploma (GED) for financial aid verification purposes. Only courses where a grade of C- (1.7 on a 4-point scale) or better was earned will be eligible for transfer.
2. Applicants must have at least three years of employment/professional experience.
3. The applicant's academic and professional commitments and written language skills are evaluated through the Personal Statement, submitted as part of the admission application.
4. We consider special situations or circumstances that may have influenced previous academic performance; applicants should address these in their Personal Statement.

### Bachelor's Admission Criteria for Non-Native English Speakers

Official scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Duolingo English Test (DET) or Cambridge English: C1 Advanced are required of all University College applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language.

Applications will not be processed until the required TOEFL, IELTS, Duolingo, or C1 Advanced score is received. The TOEFL, IELTS, Duolingo and C1 Advanced scores are valid for two years from the test date and are considered official only when received directly from the testing agency.

- TOEFL: The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (pBT). Applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. When requesting official TOEFL scores, please refer to institutional code 4842.
- IELTS: The minimum IELTS score accepted by the University is 6.5. Each individual band score must be 6.0 or higher.
- Duolingo English Test (DET): The minimum Duolingo English Test score accepted by the University is 115. Each individual subscore must be 105 or higher for Literacy, Comprehension, and Conversation and 95 or higher for Production. Official Duolingo scores must be received for admission review.
- Cambridge English C1 Advanced: The minimum C1 Advanced score accepted by the University is 176.
- English Language Exemption: Students are generally exempt from the English proficiency test requirement if they have one of the following:
  - Secondary/high school diploma from a school where the language of instruction is English. Or,
  - 30 semester credits of coursework from a university or college where English is the sole language of instruction and examination.

### Bachelor's Admission Process

Bachelor of Arts Completion Program applications are reviewed for admission on a quarterly basis. Applicants will be notified of a decision via email approximately two to four weeks following receipt of all application materials. Detailed application information and application deadlines are located on the University College website (<http://universitycollege.du.edu/answers/admission/bachelors.cfm>).

- Application: Applicants must complete the application online (<https://gradadmissions.du.edu/apply/>) ([gradadmissions.du.edu/apply](https://gradadmissions.du.edu/apply/))
- Application Fee: A \$75 non-refundable application fee is required for an application to be processed.
- One Official Transcript from each Post-Secondary Institution: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- Personal Statement: A statement of purpose and commitment (two-pages double-spaced, 450-550 words) is required. The statement should include information on how the degree will enhance professional and educational goals. Please include one example illustrating when you have



been faced with a challenge and how you have overcome the challenge drawing on resources and personal strengths. In addition, please identify any obstacles that may stand in your way toward completion and ideas you have for managing these obstacles.

- Résumé/Curriculum Vitae (CV).
- English language proficiency (non-native English speakers)
- Admission Interview: An interview may be required at the program director's request.

## Undergraduate Certificate (4-Course) Admission Criteria

Candidates for the 4-course Undergraduate Certificate are evaluated based on the following criteria. Entrance exams such as the ACT and SAT are not required.

1. High school diploma or High School Equivalency Diploma (GED)

## Undergraduate Certificate (4-Course) Admission Criteria for Non-Native English Speakers

Official scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Duolingo English Test (DET) or Cambridge English: C1 Advanced (CAE) are required of all University College applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language.

Applications will not be processed until the required TOEFL, IELTS, Duolingo, or C1 Advanced score is received. The TOEFL, IELTS, Duolingo and C1 Advanced scores are valid for two years from the test date and are considered official only when received directly from the testing agency.

- TOEFL: The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (pBT). Applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. When requesting official TOEFL scores, please refer to institutional code 4842.
- IELTS: The minimum IELTS score accepted by the University is 6.5. Each individual band score must be 6.0 or higher.
- Duolingo English Test (DET): The minimum Duolingo English Test score accepted by the University is 115. Each individual subscore must be 105 or higher for Literacy, Comprehension, and Conversation and 95 or higher for Production. Official Duolingo scores must be received for admission review.
- Cambridge English C1 Advanced: The minimum C1 Advanced score accepted by the University is 176.
- English Language Exemption: Students are generally exempt from the English proficiency test requirement if they have one of the following:
  - Secondary/high school diploma from a school where the language of instruction is English. Or,
  - 30 semester credits of coursework from a university or college where English is the sole language of instruction and examination.

## Undergraduate Certificate (4-Course) Admission Process

Undergraduate certificate applications are reviewed for admission on a quarterly basis. Applicants will be notified of a decision via email approximately two to four weeks following receipt of all application materials. Detailed application information and application deadlines are located on the University College website (<http://universitycollege.du.edu/answers/admission/bachelors.cfm>).

- Application: Applicants must complete the application online (<https://gradadmissions.du.edu/apply/>) ([gradadmissions.du.edu/apply](https://gradadmissions.du.edu/apply/))
- Application Fee: A \$50 non-refundable application fee is required for an application to be processed.
- Official high school transcript with graduation date, official verification of the High School Equivalency Diploma (GED), or official college transcripts with credits earned after high school graduation
- Résumé
- English language proficiency (non-native English speakers)

## International Admission

### Admission Standards for International Students

In addition to meeting all University of Denver admission requirements, non-native speakers of English must present proof of English proficiency. The University requires, at a minimum, one of the following scores:

- TOEFL (<https://www.ets.org/toefl/>) (Test of English as a Foreign Language): A TOEFL score of 80 or higher with no subscore below 18.
- IELTS (<https://www.ielts.org/>) (International English Language Testing System): An IELTS score of 6.5 or higher with no band score below 5.5.
- Duolingo English Test: (<https://englishtest.duolingo.com/>) A DET score of 115 or higher, with no subscores below 105 for Literacy, Comprehension, and Conversation or below 95 for Production.
- CAE (<http://www.cambridgeenglish.org/exams/advanced/>) (Cambridge Certificate in Advanced English): A grade of C or higher on the CAE.

For more information regarding English Proficiency, please visit: [www.du.edu/apply/admission/apply/international/proficiency.html](http://www.du.edu/apply/admission/apply/international/proficiency.html) (<http://www.du.edu/apply/admission/apply/international/proficiency.html>).



## English Language Courses for Non-Native Speakers

A fall quarter four-credit course, WRIT 1022 English for Academic Purposes, is required of all international students with test sub scores below the University minimum on speaking, reading, or writing. This class will assist non-native English-speaking students in developing academic writing practices and skills that they will need in their other coursework. The course will provide students with a foundational understanding of the conventions of American academic writing, peer learning and practices, and the resources needed to support their development over the course of their DU matriculation.

## Exemptions

Students who have completed academic secondary education wholly or in part in a language other than English may either take a standardized English placement test accepted by DU (TOEFL, IELTS, CAE, DUOLINGO) to determine if they need to take WRIT 1022 English for Academic Purposes, OR they may take a test, offered through the Center for World Languages and Cultures, for placement into another language in order to satisfy the DU Common Curriculum language requirement.

Students are considered for, but not guaranteed, exemption from the English proficiency score requirements and for exemption from the English for Academic Purposes course requirement if they have any of the following:

- completed final three years and earned a diploma from a secondary/high school where the language of instruction is English
- SAT Evidence-Based Reading and Writing (EBRW) score of 600 or higher
- ACT English subscore of 22 or higher
- 30 semester credits of coursework from a university or college where English is the sole language of instruction OR completion of the first-year English I and II requirements in a U.S. college or university

Students will need to complete the requirements for language as specified in the Common Curriculum (between 4-12 credits of language study). Students may work with the Center for World Languages and Cultures to determine language options.

For more information regarding admission of international students, see the University of Denver Office of International Student Admission website at <http://www.du.edu/apply/admission/apply/international/> or contact the office by email at [intladm@du.edu](mailto:intladm@du.edu); by telephone at 303-871-2790; or in person at 114 University Hall, 2197 S. University Blvd., Denver, CO ([http://bulletin.du.edu/webextlink://2197 S. University Blvd., Denver, CO](http://bulletin.du.edu/webextlink://2197%20S.%20University%20Blvd.,%20Denver,%20CO%2080208-9401)) 80208-9401.

## Undergraduate Programs and Requirements

The University of Denver offers bachelor's degrees through a traditional bachelor's program and a bachelor of arts completion program through University College. The programs have separate application and admission processes. Each of the programs has distinct overall curriculum requirements as well as requirements associated with individual degrees.

This section of the bulletin provides information on admission and degree requirements under each program. Requirements for specific majors and minors are outlined separately in the Major and Minor Requirements (p. 111) section of the bulletin. The chart on the Degrees and Programs of Study (p. 35) page provides information about applicable degree, major and minor combinations.

## Requirements for Entrance to Special Programs and Courses

Admission to the University does not automatically admit a student to certain courses, degree programs or specialized programs. Consult the appropriate program and course descriptions in this bulletin for details concerning special admission requirements.

## Degrees and Programs of Study

The chart below lists the majors, minors, concentrations and applicable degrees available. Many majors, and some minors, may only be pursued in conjunction with specific degree programs. If a major or minor may only be pursued with a specific degree program, this is indicated by the degree acronym in the chart below.

Programs of study available as "secondary majors (p. 103)" in the traditional bachelors program, which may be pursued as a secondary curriculum regardless of the student's degree program, are also indicated below.

Program of Study	Major	Minor	Concentration	Certificate	Secondary Major
<b>Traditional Bachelors Programs</b>					
<b>School of Accountancy</b>					
Accounting	BSAcc (p. 112)	Business Only (p. 112)			
<b>Department of Anthropology</b>					
Anthropology	BA (p. 147)	All Degrees (p. 147)			Yes

**School of Art and Art History**

Art	BA (p. 158)	All Degrees (p. 158)	Yes
Art History	BA (p. 158)	All Degrees (p. 158)	Yes
Pre-Art-Conservation	BFA (p. 158)		
Studio Art	BFA (p. 158)		

**Asian Studies Program**

Asian Studies	BA (p. 172)	All Degrees (p. 172)	Yes
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**Department of Biological Science**

Biological Sciences	BA or BS (p. 180)	All Degrees (p. 180)	Cognitive Neuroscience (p. 180)
Ecology & Biodiversity	BA or BS (p. 180)		
Human Health Science & Systems		All Degrees (p. 180)	
Molecular Biology	BA or BS (p. 180)		Cognitive Neuroscience (p. 180)
Physiology in Health & Disease	BS (p. 181)		

**Black Studies Program**

Black Studies		All Degrees (p. 208)	
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**Department of Business Information and Analytics**

Business Analytics	BSBA (p. 220)	All Degrees (p. 220)	
Statistics		All Degrees (p. 220)	

**Business Administration Program**

Business Administration		Non-Business Only (p. 214)	
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**Department of Business Ethics and Legal Studies**

Business Ethics and Legal Studies		All Degrees (p. 216)	
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**Department of Chemistry and Biochemistry**

Chemistry	BA or BS (p. 230)	All Degrees (p. 230)	
Chemistry	BSCh (p. 230)		Biochemistry (p. 230)
Biochemistry	BS (p. 230)		
Environmental Chemistry	BS (p. 230)	All Degrees (p. 230)	

**Department of Communication Studies**

Communication Studies	BA (p. 244)	All Degrees (p. 244)	Yes
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**Community Engagement for the Public Good**

Community Engagement for the Public Good			Community Engagement for the Public Good (p. 252)
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**Department of Computer Science**

Computer Science	BA or BS (p. 254)	All Degrees (p. 254)	
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Computer Science	Computer Science BS (p. 254)		Artificial Intelligence (p. 254)	
Computer Science	Computer Science BS (p. 254)		Cybersecurity (p. 254)	
Applied Computing	BA (p. 254)			
Game Development	BA or BS (p. 254)			
<b>Critical Race and Ethnic Studies Program</b>				
Critical Race and Ethnic Studies	BA (p. 268)	All Degrees (p. 268)		Yes
<b>Department of Economics</b>				
Economics	BA (p. 287)	All Degrees (p. 287)		Yes
<b>Department of Emergent Digital Practices</b>				
Emergent Digital Practices	BA or BFA (p. 317)	All Degrees (p. 317)		Yes
<b>Department of Electrical and Computer Engineering</b>				
Computer Engineering	BSCpE (p. 293)	All Degrees (p. 293)		
Electrical Engineering	BSEE (p. 293)	All Degrees (p. 293)	Mechronic Systems Engineering (p. 293)	
<b>Department of English</b>				
English	BA (p. 325)	All Degrees (p. 325)	Creative Writing (p. 325)	Yes
			English Education (p. 325)	
			Literary Studies (p. 325)	
<b>Environmental Science Program</b>				
Environmental Science	BA or BS (p. 350)	All Degrees (p. 350)		
<b>Entrepreneurship</b>		All Degrees (p. 388)		
<b>Reiman School of Finance</b>				
Finance	BSBA (p. 340)	Business Only (p. 340)		
<b>Gender, Women and Sexuality Studies</b>				
Gender, Women and Sexuality Studies	BA (p. 344)	All Degrees (p. 344)		Yes
<b>Department of Geography and the Environment</b>				
Geography	BA (p. 350)	All Degrees (p. 350)		
Geographic Information Science	BS (p. 350)	All Degrees (p. 350)		
Geology		All Degrees (p. 350)		
<b>Department of History</b>				
History	BA (p. 370)	All Degrees (p. 370)		Yes
<b>Fritz Knoebel School of Hospitality Management</b>				

Hospitality Management	BSBA (p. 383)		Event Sales and Management (p. 383) Lodging Real Estate (p. 383) Restaurant/Food & Beverage (p. 383)	
<b>Integrated Sciences</b>				
Integrated Sciences	BA (p. 396)			
<b>Josef Korbel School of International Studies</b>				
International Studies	BA (p. 397)	All Degrees (p. 397)		Yes
<b>Judaic Studies Program</b>				
Judaic Studies		All Degrees (p. 415)		
<b>Kinesiology and Sport Studies</b>				
Kinesiology and Sport Studies	BA (p. 423)	All Degrees (p. 423)		Yes
<b>Department of Languages, Literatures, and Cultures</b>				
Language, Literatures & Cultures	BA (p. 428)		Chinese, French & Francophone Studies, German, Italian, Japanese, Russian (p. 428)	Yes
Chinese		All Degrees (p. 428)		
French and Francophone Studies		All Degrees (p. 428)		
German		All Degrees (p. 428)		
Hebrew		All Degrees (p. 428)		
Italian		All Degrees (p. 428)		
Japanese		All Degrees (p. 428)		
Russian		All Degrees (p. 428)		
<b>Pioneer Leadership Program</b>				
Leadership Studies		All Degrees (p. 446)		
<b>Department of Management</b>				
International Business Management	BSBA (p. 455)			
Management	BSBA (p. 455)	Business Only (p. 455)		
<b>Department of Marketing</b>				
Marketing	BSBA (p. 460)	All Degrees (p. 460)		
Sales Leadership		All Degrees (p. 460)		
<b>Department of Mathematics</b>				
Mathematics	BA or BS (p. 466)	All Degrees (p. 466)		Yes
	BA (p. 466)		Finance (p. 466)	
	BS (p. 466)		Artificial Intelligence (p. 466)	
<b>Department of Mechanical and Materials Engineering</b>				
Mechanical Engineering	BSME (p. 475)	All Degrees (p. 475)		

Biomedical Engineering		All Degrees (p. 475)		
<b>Department of Media, Film and Journalism Studies</b>				
Film Studies and Production	BA (p. 495)			
Journalism Studies	BA (p. 495)			
Media Studies	BA (p. 495)			
Strategic Communications	BA (p. 495)			
Media, Film and Journalism Studies		All Degrees (p. 495)		
<b>Mental Health &amp; Wellness Program</b>				
Mental Health & Wellness Minor		All Degrees (p. 507)		
<b>Middle East Studies Program</b>				
Middle East Studies		All Degrees (p. 512)		
<b>Lamont School of Music</b>				
Applied Music	BA (p. 513)			Yes
Composition	BM (p. 513)			
Ethnomusicology		All Degrees (p. 513)		
Jazz Studies & Commercial Music	BM (p. 513)		Jazz Studies & Commercial Music (p. 513)	
Music		All degrees (p. 513)		
Music Studies	BA (p. 513)			Yes
Performance	BM (p. 513)		Bassoon, Cello, Clarinet, Euphonium, Flute, Guitar, Harp, Horn, Organ, Percussion, Piano, Piano Performance/Pedagogy, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice (p. 513)	Artist Diploma (p. 513)
Suzuki Pedagogy				Suzuki Pedagogy (p. 513)
Recording and Audio Production	BM (p. 513)			
<b>Department of Philosophy</b>				
Philosophy	BA (p. 559)	All Degrees (p. 559)		Yes
<b>Department of Physics and Astronomy</b>				
Astrophysics		All Degrees (p. 572)		
Physics	BA or BS (p. 572)	All Degrees (p. 572)		
			Biological Physics (BS only) (p. 572)	
			Computational Physics (BS only) (p. 572)	
			Nanophysics (BS only) (p. 572)	
Medical Physics		All Degrees (p. 572)		

<b>Department of Political Science</b>				
Political Science	BA (p. 584)	All Degrees (p. 584)		Yes
<b>Department of Psychology</b>				
Psychology	BA or BS (p. 592)	All Degrees (p. 592)	Cognitive Neuroscience (p. 592)	Yes
<b>Public Policy Program</b>				
Public Policy	BA (p. 602)	All Degrees (p. 602)		Yes
<b>Burns School of Real Estate and Construction Management</b>				
Real Estate and the Built Environment	BSBA (p. 607)	All Degrees (p. 607)	Real Estate (p. 607)	
		All Degrees (p. 607)	Real Estate Development (p. 607)	
		All Degrees (p. 607)	Construction Project Management (p. 607)	
<b>Department of Religious Studies</b>				
Religious Studies	BA (p. 613)	All Degrees (p. 613)		Yes
<b>Sociolegal Studies Program</b>				
Sociolegal Studies	BA (p. 628)	All Degrees (p. 628)		Yes
<b>Department of Sociology and Criminology</b>				
Sociology	BA (p. 635)	All Degrees (p. 635)		Yes
Criminology	BA (p. 635)	All Degrees (p. 635)		Yes
<b>Department of Spanish</b>				
Spanish	BA (p. 647)	All Degrees (p. 647)		Yes
<b>Sustainability Program</b>				
Sustainability		All Degrees (p. 656)		
<b>Department of Theatre</b>				
Theatre	BA (p. 667)	All Degrees (p. 667)		Yes
<b>Urban Studies Program</b>				
Urban Studies		All Degrees (p. 674)		
<b>University Writing Program</b>				
Writing Practices		All Degrees (p. 678)		
<b>University College Bachelor of Arts Completion Program</b>				
<b>Communication Arts Program</b>				
Communication Arts	BA (p. 687)			
<b>Global Studies Program</b>				
Global Studies	BA (p. 688)			
<b>Information Technology Program</b>				
Information Technology	BA (p. 693)		Information Technology Foundations (p. 693)	
<b>Leadership and Organization Studies</b>				
Leadership and Organization Studies	BA (p. 695)		Leading Teams (p. 695)	

### Transportation and Supply Chain

Transportation and Supply Chain BA (p. 698)

Transportation & Supply Chain Operations (p. 699)

## Traditional Bachelor's Program

### Build the Foundation for Your Future

Open the door to a world of possibilities. As an undergraduate student at DU, you'll get a multidisciplinary education that's rooted in a clear commitment to taking on the great issues of our time.

Enriched by distinctive learning experiences that extend from the classroom to the field, laboratory, community and professional world, your time here will be informed by diverse perspectives that deepen your understanding of the global culture. In the end, you'll be uniquely prepared to confront the challenges and opportunities ahead.

### Innovative Degree Programs

As an undergraduate, you can choose from over 100 degree programs and focus on what inspires you. Our programs are built for exploration, meaning you can complement your degree with courses across subjects—take engineering classes as a biology major or explore international business through the lens of world history. We'll help you customize your college learning experience to match your interests and build a foundation for a career you'll love.

## Selecting a Degree Program

The University of Denver awards eleven distinct baccalaureate degrees. The curriculum for each program varies based on the major discipline and ancillary courses taken.

### BA and BS Degrees

The BA (Bachelor of Arts (p. 92)) degree is the principal undergraduate degree in the arts, humanities and social sciences and is awarded in most natural sciences as well. The BS (Bachelor of Science) degree is awarded in most natural science disciplines and Psychology.

The BA degree assures students of a breadth of study in the liberal arts and offers greater flexibility in study. For example, no more than sixty credit hours may be taken from any one department and students may declare majors in numerous disciplines. The BA degree requires 183 credits, a major (40-60 quarter hours), a minor (20-28 quarter hours) or second major as well as completion of the Common Curriculum.

The BS (Bachelor of Science (p. 95)) degree provides greater focus on the major field of study and related (cognate) subjects. The BS degree requires 183 credits. The major requires at least 45 credits, at least 25 of which must be 2000- and 3000-level courses. The BS degree requires two minors, as well as completion of the Common Curriculum. One minor must be in one of the following disciplines: Astrophysics, Biological Sciences, Chemistry, Computer Science, Electrical Engineering, Environmental Science, Geography, Geographic Information Science, Geology, Human Health Science & Systems, Mathematics, Mechanical Engineering, Medical Physics, Physics, and Psychology. Students who double major in BS programs can use the second major in place of one of the listed minors.

Academically, a Bachelor of Arts degree and a Bachelor of Science degree are equally valued. Both the BA and the BS degrees prepare students for graduate study.

### Specialized Degrees

Specialized undergraduate degrees are offered in specific disciplines, most often in fields with distinct accreditation. Specialized undergraduate degrees at the University of Denver are:

BFA Bachelor of Fine Arts (p. 93)

BM Bachelor of Music (p. 94)

BSAcc Bachelor of Science in Accounting (p. 96)

BSBA Bachelor of Science in Business Administration (p. 98)

BSCh Bachelor of Science in Chemistry (p. 100)

BSCpE Bachelor of Science in Computer Engineering (p. 101)

BSEE Bachelor of Science in Electrical Engineering (p. 102)

BSME Bachelor of Science in Mechanical Engineering (p. 103)

## Course Plans

Course plans provide a suggested progression of classes for each term. They are available for most majors under the Major and Minor Requirements (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/>) section. Course plans address course sequencing and requirements specific to each program of study.

Students will benefit from following their major course plan with additional guidance from an academic advisor. Individual course planning will vary based on incoming transfer credit, prerequisites met, course availability, multiple majors, minors, study abroad, and other scheduling factors.

Students should anticipate taking an average course load of 16 credits each fall, winter, and spring quarter to complete the minimum 183 credits required to graduate with a Bachelor of Arts (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/bachelorofarts/>) or Bachelor of Science (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/bachelorofscience/>) degree in four years.

Students pursuing a Bachelor of Arts degree generally have the freedom to explore and discover academic interests and construct a highly personalized curriculum. Course plans in these majors tend to be flexible. Sample course plans are provided below for exploratory/undeclared students interested in a non-science or engineering Bachelor of Arts major.

Students pursuing a Bachelor of Science (p. 95) or any Natural Science & Mathematics (<http://bulletin.du.edu/graduate/schoolscollegesanddivisions/divisionofnaturalscienceandmathematics/>) or Engineering & Computer Science (<http://bulletin.du.edu/graduate/schoolscollegesanddivisions/danielfelixritchieschoolofengineeringandcomputerscience/>) major need to take specific courses each term to meet prerequisites and specific course sequences. New students who are declared as or considering a science or engineering major should begin following the major specific course plan in their first quarter to maintain a four-year graduation pace.

Ideally, Common Curriculum (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>) requirements other than the Advanced Seminar should be completed during the first two years. Credits earned in a Common Curriculum course may also satisfy a major or minor requirement.

### Exploratory/Undeclared Bachelor of Arts - Sample Course Plan 1

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
SI Society		4 AI Society		4 AI Society	4
Language sequence or SI Natural sequence <sup>1</sup>		4 Language sequence or SI Natural sequence <sup>1</sup>		4 Language sequence or SI Natural sequence <sup>1</sup>	4
Elective		4 AI Natural <sup>2</sup>		4 Major or elective	4
		CNP 1200 <sup>3</sup>		2	
	16		18		16

Total Credits: 50

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence <sup>1</sup>		4 Language sequence or SI Natural sequence <sup>1</sup>		4 Language sequence or SI Natural sequence <sup>1</sup>	4
SI Society		4 Major or elective		4 Major or elective	4
Major or elective		4 Minor or elective		4 Major or elective	4
Minor or elective		4 Minor or elective		4 Minor or elective	4
		INTZ 2501 <sup>4</sup>		2 Elective or minor	4
	16		18		16

Total Credits: 50

### Exploratory/Undeclared Bachelor of Arts - Sample Course Plan 2

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
AI Natural <sup>2</sup>		4 AI Society		4 AI Society	4
Language sequence or SI Natural sequence <sup>1</sup>		4 Language sequence or SI Natural sequence <sup>1</sup>		4 Language sequence or SI Natural sequence <sup>1</sup>	4



Elective	4 SI Society	4 Major or elective	4
CNP 1200 <sup>3</sup>	2		
	<b>18</b>	<b>16</b>	<b>16</b>

Total Credits: 50

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence <sup>1</sup>	4	Language sequence or SI Natural sequence <sup>1</sup>	4	Language sequence or SI Natural sequence <sup>1</sup>	4
Major or elective	4	SI Society	4	Major or elective	4
Minor or elective	4	Major or elective	4	Minor or elective	4
Minor or elective	4	Minor or elective	4	Minor or elective	4
INTZ 2501 <sup>4</sup>	2				
	<b>18</b>		<b>16</b>		<b>16</b>

Total Credits: 50

<sup>1</sup> SI Natural (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/selectingadegreeprogram/courseplans/si-natural-courses/>): Students not considering a science or engineering major should select a science sequence designed for non-majors. Please note that the three courses taken towards the SI Natural requirement are offered sequentially, so students should plan to take their SI Natural sequences courses in the fall, winter, and spring quarters.

<sup>2</sup> AI Natural (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/selectingadegreeprogram/courseplans/ai-natural-courses/>): Students considering a major in business should select MATH 1200 Calculus for Business and Social Science or MATH 1951 Calculus I to meet this math requirement. Otherwise, calculus is generally not required for non-science or engineering majors.

<sup>3</sup> CNP 1200 Career Decision Making is offered in fall, winter, and spring quarters and is recommended for exploratory/undeclared students.

<sup>4</sup> INTS 2501 Exploring Global Citizenship is offered in fall, winter, and spring quarters and is required for any student who studies abroad. It should be taken within the year prior to studying abroad.

## Analytical Inquiry: Natural and Physical World Courses

Mathematics, formal reasoning and, more recently, computational sciences are crucial foundations for many disciplines as they enable and support formal modes of inquiry, particularly for disciplines related to the natural and physical world. For example, today's physics and engineering knowledge would be impossible without accompanying advances in mathematics. Similarly, advances in the life sciences, like genomics, rely heavily on computational sciences. Students must take one course in this area, which is designed to provide all students, regardless of the student's major area of study, the basic knowledge of how to understand and use principles of mathematics and computational sciences as a formal means of inquiry in the natural and physical world.

### COMP 1101 Analytical Inquiry I (4 Credits)

Students explore the use of mathematics and computer programming in creating animations. Students create animations on their laptop computers using animation software. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

### COMP 1201 Introduction to Computer Science I (2 Credits)

This course introduces the discipline of computer science and how it applies the natural and physical world and society. Topics include the history of computing, computer hardware components, the internet, ethics, and uses computation as a means to analyze, process, model, and understand our world. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Ideally taken concurrently with COMP 1351.

### COMP 1202 Introduction to Computer Science II (2 Credits)

This course continues the introduction of the discipline of computer science by exploring major areas within it. Topics covered include examples from data structures, algorithms, databases, programming languages, parallel computing, artificial intelligence, robotics, cyber-security, data science, gaming, and ethics. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: COMP 1201.

### COMP 1351 Introduction to Programming I (3 Credits)

This course is an introduction to fundamental aspects of computer programming. Topics covered include variables, conditional statements, iteration, functions, basic data structures, objects, file input/output and interactions. Satisfies 3 credits of Analytical Inquiry: Natural and Physical World.

### COMP 1352 Introduction to Programming II (3 Credits)

This course continues to introduce more advanced programming topics using the Python programming language. Topics include classes, types, inheritance, methods/functions, testing, graphical-user interfaces, threads, data manipulation, functional programming, and recursion. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: COMP 1351.

### COMP 1671 Introduction to Computer Science I (4 Credits)

Characteristics of modern computers and their applications; analysis and solution of problems; structure programming techniques; introduction to classes, abstract data types and object-oriented programming. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: high school algebra.

**MATH 1150 Foundations Seminar (4 Credits)**

The seminars offer challenging and interesting mathematical topics that require only high school mathematics. Examples of seminars are Introduction to Cryptography, Patterns and Symmetry, Mathematical Art and Patterns of Voting. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

**MATH 1200 Calculus for Business and Social Sciences (4 Credits)**

This is a one-quarter course for students in business, social sciences, and liberal arts. It covers elementary differential calculus with emphasis on applications to business and the social sciences. Topics include functions, graphs, limits, continuity, differentiation, and mathematical models. Students are required to attend weekly labs. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

**MATH 1951 Calculus I (4 Credits)**

Limits, continuity, differentiation of functions of one variable, applications of the derivative. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: MATH 1070 or equivalent.

**MATH 2050 Symbolic Logic (4 Credits)**

Modern propositional logic; symbolization and calculus of predicates, especially predicates of relation. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Cross listed with PHIL 2160.

**PHIL 2040 Practical Logic (4 Credits)**

In this course students will learn how to identify and understand real arguments, the kinds of arguments that they confront everyday in the media, textbooks and periodicals, in addition to those made in philosophical writings. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

**PHIL 2160 Symbolic Logic (4 Credits)**

Principles and methods of formal reasoning, their practical and philosophical applications. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Cross listed with MATH 2050.

## Analytical Inquiry: Society and Culture Courses

Through these courses, students gain knowledge essential for today's global society, recognizing that human cultures are specific to time and place and that the practices and values of different societies vary widely. By gaining greater understanding of diverse cultural products, students will be better able to understand the world today and their own place in it. Students take two courses in different subjects studied from the perspectives of the arts and humanities, exploring culture and society from different perspectives. In these courses, students learn how to analyze the products of human cultures, including works of art, music, literature, philosophy and history. Students engage critically with such works through exposure to the vocabulary, concepts and methods used to analyze those works. Students explore how ideas and creative expressions both shape and are shaped by human experiences. Students who are CAHSS majors/minors may apply one Analytical Inquiry: Society and Culture course (four credits) per major/minor program to partially satisfy both major/minor and Common Curriculum requirements if that course is listed as meeting the outcomes of a section of the Common Curriculum requirements. Non-music majors may take up to four one-credit ensembles towards this requirement.

**ANTH 1910 Ancient Worlds (4 Credits)**

This particular course uses the field of archaeology to illustrate the perspectives, methods and results of humanistic inquiry. It investigates human belief, creativity and spirituality in what we'll call deep history: the 50,000 years or so between the appearance of modern Homo sapiens and the rise of the first great civilizations of the Old and New Worlds. These aspects of life are examined through the study of human material culture, including portable objects, representational art, architecture, monuments and culturally-modified landscapes. A key underlying concept of the course is that material culture forms a unique narrative or "text" about the past history of humankind. This text is unique because everyone who has ever lived has helped to write it. Students learn how to interpret this text, recognize its multiple authors, and distill its larger social and cultural meaning. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2010 Cultural Anthropology (4 Credits)**

This course is an introduction to cultural anthropology. As one of anthropology's main sub-fields, cultural anthropology provides conceptual and analytical tools for a comprehensive understanding of culture and its manifestations. It is concerned with the ways in which individual experience is inserted in social and historical contexts, providing meanings to everyday life. We will explore ideas and behaviors related to culture in different societies and social groups. Topics include culture, meaning, development, globalization, experience, kinship, identity, social hierarchy, and conflict. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of culture in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts and group discussions to apply the concepts and examine them critically. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2020 Artifacts, Texts, Meaning (4 Credits)**

How is it that anthropologists can look at an object in a museum collection and state with confidence what it once was a part of, how it was used, where it came from, how old it is, and even, perhaps, what it meant to the people who made it? What is an anthropological approach to documentation, an important accompaniment to the objects held in museums? In this course, participants learn about the ways anthropologists have approached researching material items and texts (both written and oral), ranging from time-tested techniques to materials science approaches. Students in the class do original research involving museum objects. The class involves hands-on work with artifacts, lecture, discussion, and laboratory analysis. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2323 Global Health (4 Credits)**

This course is an introduction to global health. As one of the world's faster growing fields, global health presents itself with complex opportunities and challenges, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, health care and their manifestations around the world. This course presents an overview of the multiple factors that influence global health and emphasizes the importance of a multidisciplinary approach to respond to global health challenges. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, visual arts, and performing arts. We will explore ideas and behaviors related to health and health care in different societies and social groups. Topics include the evolution of primary health care and alternative strategies in global health, maternal and child health, nutrition, the rise of non-communicable diseases, water and sanitation, community engagement, global health agencies and funding sources, and human resources development. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of global health in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2420 Science, Technology and Human Values (4 Credits)**

This course is designed to examine the nature of science and technology, and their interactions with each other and with society, with a specific focus on how they inform human values. We will examine the society-human-technology relationship as a continuum rather than as distinct, ontological entities in relationship to one another. In examining the grey areas between society-human-technology, it is important to look not only at the environmental and social-justice issues surrounding technology, but also how technologies shape our very humanity, our meaning-making practices, our value-systems, and our imaginations. In other words, how are technologies shaping human becoming? This course will address these types of questions from cultural, ethical, and philosophical perspectives. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARAB 1350 From Iraq to Morocco: Arabic Culture and Society Through Film (4 Credits)**

This course examines cultural and societal aspects of the Middle East and North Africa and presents this vast area as a broad and diverse region with diverse history, religion, and culture. Students will learn how to approach films ethnographically by subjecting each movie to a rigorous social analysis. Among topics covered are colonialism and its lasting effects, child trafficking, religion, wars, Arab-Israeli conflict, and women in the Middle East. Screening of Arabic films with English subtitles is a central part of the course. Assigned readings are designed to provide background on the particular historical and cultural contexts in which the films are produced. The course will bring awareness and/or shatter the multiple stereotypes surrounding the Arabs; but additionally, the discussions will transcend national borders and uncover social issues that may be more severe in the Arab world, but are universal and certainly not unique to the Middle East and North Africa. The course is in English and open to all interested. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARAB 1351 Tales from the Arabian Nights: Reading across Time and Space (4 Credits)**

No doubt that through their magical transformations and marvelous plots, the stories of the Arabian Nights, also known as One Thousand and One Nights, have a great entertainment value and that the imaginary setting of the tales has fascinated and inspired many authors and artists. However, this collection of stories has also significantly contributed to how the West views the Middle East: an exotic world populated by negative images such as conniving and manipulating harem women and violent and unscrupulous Arab men. The Tales of the Arabian Nights provide a unique platform for the discussion of current issues such as orientalism, stereotyping, and gender discrimination. In this course, we will select a handful of stories to serve as a catalyst for inquiry to show how this shared narrative passed on from generation to generation, has contributed to the creation of an 'exotic' East invented by the colonial West. We will show that the Middle East, like the rest of the world, is in a state of flux and the text is not a historical account of the medieval Arab world and cannot be viewed a-historically. We will unveil all the stereotypes that have been subtly, or not so subtly, implanted in the mind of the west through an often-erroneous portrayal of the Arab world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1010 Images of Culture (4 Credits)**

This course looks at artistic creations as an expression of cultural traditions and beliefs. Instead of viewing art as the result of unique geniuses, the fruit of inspired individuals, we explore how artistic objects reflect the ideas of the times and social values held by the society in which they appear. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1020 Highlights of Medieval Art (4 Credits)**

The era known as the Middle Ages spans over a thousand years and includes many significant works in the history of art. This class endeavors to investigate the ways in which works of medieval art construct and convey meaning. In order to explore these ideas in greater depth, the class focuses on specific works of art that illustrate the rich complexities of the ways in which images convey meaning and the ways of understanding these meanings. As such, it is intended to provide an introduction to ways of reading and interpreting images. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1030 Highlights of Renaissance Art (4 Credits)**

The period known as the Renaissance witnessed the production of a tremendous number of artistic masterpieces, but also the formulation of the study of the history of art and the development of art theory. This class endeavors to investigate the ways in which works of Renaissance art construct and convey meaning. In order to explore these ideas in greater depth, the class focuses on specific works of art that illustrate the rich complexities of the ways in which images convey meaning and the ways of understanding these meanings. As such, it is intended to provide an introduction to ways of reading and interpreting images. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1040 Sacred Spaces in Asia (4 Credits)**

This course explores a variety of natural and man-made "Sacred Spaces" as it introduces the civilizations and major artistic traditions of India, China and Japan. Illustrated lectures consider public and private environments, their philosophical contexts and religious functions as well as the changing nature of their use and perceived meanings over time. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1050 Highlights of American Art (4 Credits)**

This course introduces American art by focusing on a single work of art each week. Through readings, illustrated lectures, discussion and museum visits, we explore the social, political, historical and cultural contexts of each masterwork; learn something about the featured artist's life and artistic processes; and discover related examples of fine and popular art from the seventeenth century to the present. In the process, participants refine their ability to look, describe, analyze and critique the visual. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1060 Contemporary Art Worlds (4 Credits)**

Have you ever wondered how a calf suspended in formaldehyde can sell at an art auction for nearly twenty-four million dollars? This class introduces the contemporary art world and explores how art functions within our society. Topics include the art market, the politics of museums, censorship and public funding, and popular cultural representations of the artist. We also look at how contemporary artists are engaging with some of the most important issues of our day. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 2801 World Art I: Prehistory to c. 1000 (4 Credits)**

This is the first quarter in a three-quarter foundation course in world art. Students will become familiar with significant examples of art, architecture and material culture emerging out of Europe, the Americas, Asia and Africa from the Paleolithic era to approximately the year 1000. Students will consider the crucial role of these images and objects in the formation of their respective historical and cultural contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 2802 World Art II: c. 1000-1700 (4 Credits)**

This is the second quarter of the three-quarter foundation course in world art. Students will become familiar with significant examples of art, architecture and material culture emerging out of Europe, the Americas, Asia and Africa from approximately the year 1000 to 1700. Students will consider the crucial role of these images and objects in the formation of their respective historical and cultural contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 2814 Medieval Art (4 Credits)**

This course examines the art produced in Western Europe and the eastern Mediterranean from the 4th to 14th centuries. From the transition of the Late Roman Empire into new political and artistic climates of the Early Medieval period up through the lavish expanse of Late Gothic art we will explore the religious, political, cultural and artistic forces that shaped the creation of artistic monuments for over an thousand years. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 2840 Survey of Asian Art (4 Credits)**

An introduction to major monuments, traditions and civilizations of India, China and Japan. This class may be used to fulfill the non-Western requirement for majors in the School of Art and Art History. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTS 1015 Thinking & Making in the Visual Arts (4 Credits)**

This course explores the language of the visual arts and how it can be used to communicate ideas about culture, history and the personal. Through hands-on exercises and experimentation in different media students create visual art works that interpret the world around them. This course focuses on different areas of the visual arts that change its focus depending on the area of expertise of the faculty teaching it. (Example: drawing, painting, printmaking, photography, ceramics, sculpture.) Students leave the course with a broader understanding of the visual arts, past and present. Students also leave with a more in-depth understanding of the creative process that will inform other areas of studies throughout the University and which will enrich their lives long into the future. Lab fee. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 1516 Contemporary China in Literature and Films (4 Credits)**

This course investigates, through critically examining the representative literary and filmic texts produced by Chinese as well as foreign writers and filmmakers, the many complicated aspects of some much-talked about issues. This includes the diminishing rural life and landscape, urbanization, migration/dislocation, the changing roles of women, social equality, as well as the balancing act of preserving tradition, the environment, and economic development. The in-depth examination and diverse approaches this course applies enables students to gain greater understanding of not only the challenges that contemporary China has raised, but also the complexities of the increasingly globalized world in which we are living. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 1616 Asian Ecocinema and Ecoliterature (4 Credits)**

Following decades of economic boom, continuing industrial development, and expansion of urbanization, many Asian countries, especially China and India, are now facing unprecedented environmental crises. The list of ecological woes in Asian countries include air, water, and soil pollution; flooding and drought, deforestation and desertification, epidemics of diseases, coal mine accidents, the loss of land to urban expansion, and mass migration. Asian ecoliterature and ecocinema, both in documentary and feature film form, have functioned as responses to, and critical reflection of, the urgent environmental crises, as well as broader cultural, historical, and social issues that caused environmental and ecological problems. Through critically examining the representative literary and filmic works, this course will 1) introduce students to ancient Asian concepts about Nature and critical events that have reshaped the historical course of development of the concerned countries; 2) demonstrate and explain primary themes presented in the ecocinema and literature, such as hydro-politics of air, water, forests and development; bio-ethics and green culture; eco-aesthetics and the representations of Nature; migration and urbanization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 2516 Literary Chinatown: Stories of Chinese in America (4 Credits)**

As the oldest diasporic enclave of Chinese in the United States, Chinatown has been both a physical and historical site where Chinese immigrants have built a community and a continually contested symbolic space represented in Chinese American literature. Literary Chinatown explores the intersection of history, geography, and literature through the myriad ways of Chinatown stories by major authors in Chinese American literature across the period from the early 20th century until the contemporary moment. The focus lies on unraveling the intricate relationship between space, place, and identity, tracing the complexities of being Chinese in America at pivotal historical junctures that shed light on the U.S. nation-building process—its rejection, accommodation, and incorporation of Chinese lives. These literary works set the stage for examining the impact of war, imperialism, (neo)colonialism, and globalization on immigration, alongside domestic issues of race, class, gender, and ethnicity. We aim to unravel the Chinese American experience as portrayed in its literary recreations of Chinatown memory, fantasy, narrative, and myth within Chinese American literature. We also brought scholarly discourse on the intersectional and comparative approaches to the study of race, culture, politics, and place in Chinese American literature. The course will entail a class walking tour of the historical Chinatown area in Denver. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, JUST 2008, RLGS 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2020 On the Black Panther Party (4 Credits)**

This course introduces students to the rhetorical, political, ideological, and cultural practices of the Black Panther Party. Using a variety of communicative texts, which will include texts written about the Party, the Party's newspaper, and speeches from Party members, students will come to an understanding of the context in which the Party emerged, but also the demands the Party was making of society as a whole. In the process, the students will be given not only an overview of the Party, but a better understanding of the different communicative practices the Party engaged in to critique oppression in the US. In the process, the students will engage in critical conversations about racism, classism, and sexism not only within the Party, but within the larger US society. This course, then, uses the Party as a case study to analyze the politics of oppression in the US, in particular, but the world, in general. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2030 Social Movement Rhetoric (4 Credits)**

This course explores the principle agency that less powerful groups have used for social change in recent U.S. history—the rhetoric of social movement. More specifically, we consider in concrete detail and theoretical nuance the capacity of ordinary people to persuade others, voice grievances, and thus challenge broader society. Our explorations focus primarily on the rhetoric of dissident (non-majority, non-State, often un-institutionalized and non-normative) voice in our culture—both on the "right" and the "left"—as they have sought, and continue to seek, social change. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2210 Gender, Communication, Culture (4 Credits)**

This course considers how gender is created, maintained, repaired, and transformed through communication in particular relational, cultural, social, and historical contexts. This course is designed to help students develop thoughtful answers to the following questions: What is gender, how do we acquire it, how do cultural structures and practices normalize and reproduce it, and how do we change and/or maintain it to better serve ourselves and our communities? Throughout the term, we explore how dynamic communicative interactions create, sustain, and subvert femininities and masculinities "from the ground up." This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with GWST 2212.

**COMN 2220 Race and Popular Culture (4 Credits)**

This course examines trajectories of representations of race in popular culture (i.e., film, music, television), both produced by the dominant culture, as well as self-produced by various racial and ethnic groups. Through a historical perspective, we trace images in popular culture and how those images are tied to contemporary events of the time. We pay particular attention not only to the specific archetypes that exist, but also how those archetypes are nuanced or colored differently through the lenses of ethnicity, nationality, race, class, gender, and sexuality. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2300 Fundamentals of Argumentation (4 Credits)**

This class offers a survey of approaches to the study of argumentation. We are going to examine and evaluate how argument is understood from various perspectives within the discipline of communication studies. We will engage theoretical concerns related to argumentation with a commitment to test their applicability to current events and issues. We will also explore how arguments are practiced in areas such as the arts and the media, legal contexts, interpersonal communication, public deliberation, and the sciences. The course will focus on expanding your contextual knowledge of how arguments operate within our culture and on cultivating your ability to read critically and creatively, make cogent arguments, assess opposing arguments charitably, and communicate your judgments effectively. This course counts toward the Applied Communication in Personal & Public Contexts requirement. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**COMN 2400 Landmarks in Rhetorical Theory (4 Credits)**

This course is a survey of some of the major conceptual innovations in the history of rhetorical theory. In particular we will investigate the conceptions of rhetoric prevalent in antiquity and how they inform contemporary perspectives on rhetoric. In order to carry this off, we will conceptualize rhetoric as an attempt to answer the following questions: what is the relationship between what is true and what is the good. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2450 Between Memory & Imagination (4 Credits)**

How do our human memories and imaginations give rise to the stories we tell and to the selves that we are becoming? This course considers the nature of memory and its relationship to imagination, both in the evolving life of the individual and in the development of the larger group or culture. We examine the self, then, as both singular and collective, fixed and in flux, determined inwardly and shaped by external forces. We look at the relationship of identity to power, and address the question of how re-considering memory and identity might open up new imaginative spaces in global contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2471 The Social Construction of Travel (4 Credits)**

Travel encompasses the myriad ways in which people and ideas become mobile. The goal of this course is to introduce students to various theoretical issues concerning travel. While the study of travel has been pursued in the context of tourism, commerce, and religion, in this course we also consider the effect of travel on the body of the traveler. We examine travel within many contexts having different registers of meaning - "vacation," "pilgrimage," "migration." However, the very nature of travel is that it transports bodies and ideas across multiple frameworks at a time. Therefore, we also consider how travel is understood within and as various cultural contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 2710 Critical Game Cultures (4 Credits)**

This course is a critical investigation of contemporary ludic cultures. Ludic cultures are environments and practices of play. This course is taught with a teaching model where games are treated as texts, and outcomes are in the form of discussion and synthetic media responses. We co-construct and play a hyper-local canon of games, both in and outside of class. We read from the growing body of literature in game studies. We reflect and respond to these texts through shareable media. This course counts towards the satisfaction of the Cultures requirement for Emergent Digital Practices majors and minors. Lab fee. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 2730 Understanding Digital Art (4 Credits)**

An exploration of digital art focused on artwork created since 2000. Topics include video art, MMO performances, interactive installations, VR, animation, and much more. Students will actively search for, share, and analyze artworks as a key component of the class. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 2740 Animated Satire (4 Credits)**

This course will study the use of animated satire and irreverence as a tool to critique issues of our time, including socio-politics, culture, and environmental changes. The history and contemporary practices of this genre will be examined through text and media. Students will explore this field through media, theory, creating media and writings. Throughout history, artists, writers, performers, and activists have used satire as a powerful instrument to question those who abuse authority. Understanding the world through critical humor can position us to react to politics and culture with relevance, and even spark movements. The writing and creative making process open the opportunity for paths of self-discovery and vulnerability, which can contribute to empathy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 2770 Exploring Digital Cultures (4 Credits)**

This course introduces fundamental concepts of digital technologies and networks from a cultural perspective. Students will critically examine the broader impact of the internet, search engines, social media platforms, algorithms, surveillance capitalism, technological bias, and online cultural exchange. How can we envision preferable futures for online cultures? What methods can be used to evaluate possible futures? Students will explore the different cultural aspects of critical speculation through theory, literature, speculative/science fiction, art, and making. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 2780 Computing Culture (4 Credits)**

This course focuses on the history and theory of computing technologies, and their impact on the arts and society. Computing, in this context, ranges from ancient mechanical computers, telecommunication, and colonial infrastructure and contemporary highspeed networks, social networks, and Artificial Intelligence. How do these technologies impact modern societies? What artworks (visual art, literature, music and more) utilize computing in creative and critical ways? How can art and computing create social change? What are the negative legacies of colonialism embedded in both art and computation? What are meaningful decolonial practices stemming from the Global South and North that enable the collective stewardship of new technologies? Students will analyze technologies, art, and human creations through qualitative analysis and creative interpretations. This course fulfills the Cultures requirement for Emergent Digital Practices majors and minors. This course also counts toward the Analytical Inquiry: Society and Culture Common Curriculum requirement.

**EDPX 3770 Cybercultures: The Social Science of Virtual Spaces (4 Credits)**

This course encompasses a variety of lenses through which to view, evaluate and critique ideas of 'community' and communities in cyberspace (cyberculture). The course covers such issues as identity and race in cyberspace (including 'identity and racial tourism'); communication technologies and social control; digital censorship; and utopian and dystopian representations of digital technology. The course also engages with social theories involving issues of technological determinism and the popular representation of technology. It explores the views of a diverse set of critics to ask whether digital things are 'good' for you and your communities. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with EDPX 4770.

**EDPX 3772 Cybercultures: Art, Technology, and the Extended Body (4 Credits)**

This course explores the extensions of the body made possible by technology, with a particular focus on how artists have used both analog and digital technologies to extend the body and to influence their creative practices. Beginning with the camera obscura and ending with examples of contemporary computer-mediated artworks, the course will present for critical analysis a wide range of the various technologies used by artists to shape and alter their creative practice. We will explore the nature of the technological interface with attention to its varied effects on human perception and on creative practice itself. A combination of critical texts, examples of artist works, written assignments and creative projects will foster an in-depth assessment of how technological tools and processes influence, enhance and alter the creative processes and practices used by artists. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 1110 Literary Inquiry (4 Credits)**

Literary Inquiry introduces students to the variety of ways that poetry, fiction, and/or drama expand our understanding of what it means to be human. Topics vary to engage students in the rewarding process of interpreting the literary art form as a unique cultural expression. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2104 The Bible as Literature (4 Credits)**

The Bible has been one of the most important works in all of Western society. In this course we read the Bible as a masterpiece of literature. Rather than focusing on theological questions about this work as inspired scripture, we instead focus on its rich literary qualities and explore some ways in which these stories have influenced modern society. Reading select passages, we discuss its literary genres, forms, symbols and motifs, many of which are important in literature today. Of the latter, we encounter stories of creation and hero tales, parables, apocalyptic literature, and themes of paradise and the loss of Eden, wilderness, covenant, and the promised land. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2104 and JUST 2104.

**ENGL 2110 The African Imagination (4 Credits)**

Focusing mainly on Africa, this course explores and connects aspects of the African imagination. These aspects include oral performances, thought systems, literature, art, cinema, and critical discourses in different eras and in various places. Studied together, these existential and intellectual signposts provide an expanded insight into African aesthetics from a continental and an interdisciplinary perspective. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2120 Chaucer-Selected Poetry (4 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2130 World Literature (4 Credits)**

A literary journey around the world, the focus of this course includes the study of modern literature from different parts of the world—such as Africa and the Caribbean, Asia and the Middle East, Europe and the Americas. Textual analysis as well as cultural and transnational contexts are emphasized. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2221 Shakespeare Seminar (4 Credits)**

This course traces Shakespeare's development by looking at representative plays from his early through to his late period and counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2230 Shakespeare and Film (4 Credits)**

An examination of film adaptation and staging of Shakespeare's plays. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2300 English Literature III (4 Credits)**

A survey of British literary works and contexts from the 19th century onwards. The course will include selected readings of British and Anglophone Romantic, Victorian and Modern writers across multiple genres. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2302 19th Century British Literature and the Empire (4 Credits)**

The coronavirus pandemic has intensified our focus on globalization, giving renewed urgency to matters such as human rights, racism, migration, citizenship, hospitality, and cultural difference. This course approaches these questions by looking at various reflections on globalization and "empire." While reading literary works in the nineteenth century, when the British empire extended its reach and control over literally every time zone, we also put them in dialogue with contemporary reports, databases, and fiction. We ask: How did nineteenth-century British and Anglophone authors react to issues directly relevant to and caused by imperial expansion and globalization? And how have their reflections shaped the way we think about power and inequality today? Apart from writers frequently taught in courses on British literature, we will also read British authors who are, ironically, often not classified under "British" (such as Mary Prince, an abolitionist born a slave in Bermuda, and Mary Seacole, also a woman of color, who traveled widely and served as a military nurse during the Crimean War). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2350 Early Globalisms (4 Credits)**

A study of the commonalities and connections among cultures and texts across the world from the medieval and early modern periods. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2402 Later Romantics (4 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2544 Globalization and Cultural Texts (4 Credits)**

The focus of this course is on theory (drawn from the social sciences) of how cultures worldwide may be increasingly internationalized through the powerful effects of globalization and on cultural texts that present the human and aesthetic faces of globalization, as seen through literature and film, with particular reference to India, the United Kingdom, South Africa, and Japan. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2700 Foundations of Early American Literature and Culture (4 Credits)**

Introduction to foundational narratives and culturally formative ideas in North American literary history from the era of discovery and the beginnings of colonialization to the Civil War. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2710 American Novel-19th & 20th Century (4 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2718 Latina/o Literature (4 Credits)**

This course surveys U.S. Latina/Latino literature, with an emphasis on groups of Caribbean, Central American, Mexican, and South American descent. Representative readings will introduce the field's major critical trends, themes, genres, works, and writers. Social, historical, and political topics for investigation may include border theory, experiences of diaspora and im/migration, mestizaje, pan-latinidad, bildungsroman, labor, gender and sexuality, and language. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2722 Asian American Contemporary Literature: Fiction and Nonfiction (4 Credits)**

This course surveys contemporary Asian American literature with a focus on fiction and nonfiction. By examining a range of texts from the past fifty years to the present, we will discuss critical concerns such as identity, the politics of representation, gender, class, and immigration and assimilation. A selection of memoirs, essays, short stories, novels, and graphic novels will help us expand our notion of Asian American literature, and our sense of what it is, who it's for, and its forms and aesthetics. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2741 American Jewish Literature: Immigrant Fiction (4 Credits)**

This course surveys over 100 years of American Jewish immigrant narratives beginning with the great exodus of Eastern European and Russian Jewry at the end of the 19th century and ending with recent arrivals from Israel and the former U.S.S.R. Canonical works by central authors reveal the great successes of Jewish immigrants alongside their spiritual failures. A selection of memoir, novels, short stories, and poetry in English and in translation from Hebrew and Yiddish demonstrate the multilingual character of the Jewish experience in America. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2741.

**ENGL 2742 Modern Hebrew Literature in Translation: Against All Odds (4 Credits)**

This course offers a survey of some of the most significant works of modern Hebrew literature available in translation. Students will consider how the development of Hebrew literature has contributed to the formation of contemporary Israeli identity, and how the conflicts that define the turbulent history of Israel are treated in works by canonical authors. The selection of diverse voices and literary materials exposes students to the social, political, and historical changes wrought by the rise of modern day Israel. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2742.

**ENGL 2743 Jewish Humor: Origins and Meaning (4 Credits)**

Writers, scholars, and comedians all claim to locate an identifiable strain of "Jewish humor" running from the Bible through to today's literary humorists and provocative stand-up comics. This course takes humor seriously in an effort to reveal the development of "Jewish humor" in American from a comparative context. But is there such a thing as Jewish humor? And if so, what are its sources and characteristics? Does it exist across cultures and in different linguistic communities? Through lectures, discussion, exercises and papers, students gain a broad understanding of the history, psychology, and philosophy of humor as it relates to Jewish arts and letters in America. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is cross-listed with JUST 2743.

**ENGL 2816 Advanced Writing (4 Credits)**

This class gives each student the opportunity to explore the humanities in an area of his or her particular interest. A research methods and writing course, this class guides students through the research and writing process from preliminary research to methodology to prospectus to drafting and finally revision. Class sessions operate as directed writing workshops, with students discussing their research and writing strategies. The final product of the course is a 15-page research essay on a subject of the student's choice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2850 Literature of Utopia/Dystopia: Dystopian Fiction (4 Credits)**

This course addresses the concurrent and interrelated themes of utopian and dystopian thought and their primary expression through 20th and 21st century literary texts. As such, it critically engages and interrogates relationships between knowledge and power, and freedom and oppression that have long been expressed in world literature. At its core, utopian/dystopian literatures are always in conversation with historical, social, and cultural thought, expressing anxiety towards the relationship between social structures and institutions with the individuals and the imposition of coercive power. Texts addressed in this course include those by a range of diverse writers from Plato and Thomas More, to Charlotte Perkins Gilman, Yevgeny Zamyatin, Aldous Huxley, George Orwell, Albert Camus, Ray Bradbury, Margaret Atwood, Philip K. Dick, Octavia Butler, Claire G. Coleman, etc. \*In some years this course may count for international literature under the diversity/distribution attribute in the English curriculum. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**FREN 2301 Capitalism vs. Socialism: Emile Zola (4 Credits)**

This course analyzes the complex interrelationship between the economic ideologies and practices of capitalism and socialism in the works of the nineteenth-century French novelist Émile Zola. Three novels in which these themes are a major driving force of the action will be studied. In the first, *Germinal*, the capitalist system is viewed from the outside by poor, oppressed workers who feel victimized by it. In the second novel, *Money*, the author delves into capitalism at its very heart, the Stock Exchange of Paris. He explores all its machinations but also shows the growing cracks in the system as socialist protestations make inroads at the top. The third work, *The Ladies Paradise*, proposes a possible reconciliation of capitalism and socialism, inspired in part by the writings of French socialist thinkers earlier in the century. In a new era department store, workers' rights and commercial profit are seen to be mutually beneficial. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**FREN 2302 The French Shakespeares: From Feudalism to Absolutism in 17th-Century France (4 Credits)**

This course studies the works of the three leading French playwrights of the seventeenth century: the tragedians Pierre Corneille and Jean Racine and the comic genius Molière. Each of these authors explores various forms of power play that played an important role in the society of their time. These include competitions for political dominance between the feudal aristocracy and an increasingly absolutist monarchy, between the same aristocracy and an emerging middle class, allied with the monarchy, between women and men in their conflicting assertions of rights and privileges, between traditional religion and modern secularism, between the established church and Protestants, between rival liberal and conservative factions within the established church, and between Christian Western Europe and the Muslim Ottoman Empire. Students will read and analyze two plays by each of the three dramatists. This course counts toward the fulfillment of the Analytical Inquiry- Society and Culture requirement.

**FREN 2303 Victor Hugo: Les Misérables and The Hunchback of Notre-Dame (4 Credits)**

The course deals with two famous novels by Victor Hugo: *Les Misérables* and *The Hunchback of Notre-Dame*. Though written in the nineteenth century, these works explore themes that are relevant in contemporary society, like racism, sexism, injustice, marginalization, and poverty. *Les Misérables* is the story of a man, Jean Valjean, a victim of social injustice who redeems himself to become a generous humanitarian, saving himself and everyone around him. This novel explores many social issues and calls out for reform. Discrimination against women and their mistreatment by a paternalistic system is a major theme. The inhuman exploitation of the poor, the homeless, and the marginalized is another major subject. This exploitation can lead to extreme suffering for some people and to criminal behavior for others. Hugo emphasizes the influence of the spiritual in human life. Individuals, even emperors like Napoleon, are invited in different ways to respond to divine love, but some are more able to do so than others. Hugo wrote *The Hunchback of Notre-Dame* to inspire the French public to save the famous cathedral, almost destroyed recently, from demolition back in the 1830s. He tells the story of Esmeralda, a beautiful, kindhearted, and talented young woman, who is a victim of discrimination and persecution because she is a woman and a person of color. She is loved by four men, each of whom contributes, wittingly or unwittingly, to her ultimate destruction. The cathedral itself and the Blessed Lady for whom it is named (*Our Lady of Paris*) are also major characters. The author shows that the same injustices, inequalities, and prejudices that he tried to combat in his own time already existed in the Middle Ages. Students will refine their critical reading and writing skills as well as substantially develop their argumentative skills. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**FREN 2500 Qu'est-ce que la littérature? (4 Credits)**

Introduction to critical analysis and appreciation of French and Francophone literary texts. Critical examination and questioning of the conventionally recognized literary genres of fiction, poetry, and theater. This course counts toward the Analytical Inquiry: Society and Culture requirement.

Prerequisite: FREN 2400 or equivalent.

**FREN 2501 La Nature et les animaux (4 Credits)**

Nature and animals: as seen, imagined, and understood by humans. Literature has long made plants, landscapes, birds, and other animals into part of a human story. Through readings of French and Francophone literary texts, we will reflect on the various relationships that we construct with animals and nature. Works studied may include fables where animals serve to voice social values (*La Fontaine*) and poetry in which natural elements are symbolic of human concerns. But other works in this course will take a different approach: confusing or toppling the "normal" places occupied by humans and animals. Our discussions will occasionally touch on contemporary issues of environmental concern. This course may be taken in addition to other courses in the 25-series. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: FREN 2400 or its equivalent.

**FREN 2502 La France et ses autres mondes (4 Credits)**

FREN#2502 La France et ses autres mondes (4 Credits) This course reexamines the historical relations and power dynamics between France and its "other" worlds. How and why has France built and maintained its empire in Africa, Asia, and the Americas? How do the leaders of the Francophone world cope with the politics of hegemony put in place by the (ex)rulers? How do the former question and reject the latter in their quest for self-affirmation and nation building before, during and after independence? Our wide range of Pan-Francophone textual and filmic selection from prominent writers and filmmakers will help us answer these questions and classic and newly emerging notions of civilizing mission, Francophonie, Francosphere, postcolonialism, neocolonialism, Afropeanism and Afropolitanism. This course is conducted in French. It counts toward Analytical Inquiry: Society and Culture. Courses at the FREN 2400 through 2701 level combine introductory study of a topic in literature and/or culture with grammar review and advancement in French language skills.##Prerequisite:##FREN#2003 or equivalent. .

**FREN 2503 La Satire (4 Credits)**

This course is an introduction to satire in French and Francophone literature. A classical literary technique of denunciation, satire has been recently adopted and adapted in popular televised shows (Les Guignols de l'info in France, Kouthia Show in Senegal, SNL in the US) to recapture important sociopolitical events throughout the world. In our selection of literary texts, films, and sketches such as we will analyze why and how authors make use of satire to denounce the most prevailing problems faced by French and Francophone societies at given times of their historical trajectories. Courses at the FREN 2400 through 2701 level combine introductory study of a topic in literature and/or culture with grammar review and advancement in French language skills. ##Prerequisite:##FREN#2003 or equivalent. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**FREN 2504 La Culture au Cinema (4 Credits)**

We will read and interpret contemporary French feature films and other related journalistic or literary texts. We will analyze the ways in which the directors/authors of such films/texts understand and represent a certain notion of "French" culture, in general, and its diverse and varied expressions, in particular. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisites: FREN 2400, 2500 or any FREN 26XX course.

**FREN 3505 Masques du moi (4 Credits)**

Qui suis-je??? The question of self, identity, and discovering "who I am" has preoccupied many writers, filmmakers, or other artists. Identity, or one's sense of self, can be shaped by families, personal experiences, or social and historical forces. Writers might recount the "true" facts of their lived experience or mix in some fictions as they fashion a story of the self. This course will explore the diverse ways that autobiography and others ways of "writing the self" represent the relation of self, world and word. Examples will come from French and Francophone contexts. The class is conducted all in French and emphasizes discussion, writing, and critical thinking. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: Two courses in the 25XX series or their equivalent.

**GERM 1022 German Cinema: An Introduction to German Culture, History, and Politics through Film (4 Credits)**

This course is taught in English. It is an invitation to German film-making since the end of the First World War. In this class we will explore 20th-century German identity, culture, history, and politics through film analysis and readings. Studying the most famous and influential films in the history of German cinema, we will explore numerous topics (including "The Golden Twenties", national-socialistic propaganda, post-WWII German nation states, terrorism, reunification, multiculturalism, education and youth, the arts, gender, and class) and investigate how a popular culture medium like film can capture the political, social, and economic atmosphere in society at different times in German history. This course fulfills the Analytical Inquiry: Society and Culture requirement.

**GERM 1416 German Civilization: History, Politics, and Culture (4 Credits)**

This course is an introduction to intellectual and cultural currents in German civilization from the Enlightenment to the present, emphasizing the arts in the context of history and philosophy from the late 18th century to around the mid-20th century. Readings include excerpts from such thinkers as Kant, Fichte, Marx, Nietzsche, Weber, as well as poetry and short fictional works by Heine, Jünger, Remarque, Borchert, and others. The readings are supplemented by films that students are expected to have watched at the beginning of each week. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GERM 1417 Recasting German Identity: Germany since the End of the Cold War (4 Credits)**

Recasting German Identity: Germany since the end of the Cold War examines how Germany, a once divided nation in the heart of Europe held responsible for two World Wars, has wrestled to overcome forty years of division between a capitalist West- and communist East Germany. Our class will examine both the pains and gains of 30+ years of unity in the 'Berlin Republic'. We will analyze the so-called "normalization" of Germany's contemporary internal and international affairs. At the center of our class are various political, historical, but mostly cultural developments (& intellectual debates) that have reshaped German identity in profound ways given the country's exceptionally violent 20th century history. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GREK 1416 Myths of Greece & Rome (4 Credits)**

Introduction to the goddesses and gods, heroes and heroines, and not a few monstrosities from popular tradition, literature, and visual arts of the ancient Greeks and Romans. Activities include imaginative and creative assignments. No prerequisite. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GREK 1716 It's Really Epic! The Ancient Heroic Epics of Homer and Virgil in Contemporary Translation (4 Credits)**

Foundations of Western values and aspiration, good one and not so good ones, may be found at the beginning of Western/European literature in the "Homeric" epics Iliad and Odyssey. The very notions of "tragedy" and "romance" originate in them. For the past twenty six or seven centuries men and women have wrestled with problems, often moral dilemmas and contradictions, that are first dramatized there. Centuries later, though still two millennia before our time, the Roman poet Virgil confronts the triumphant individualism of the Greek epics in his Aeneid and answers them with compassion and a vision of a very different way to build a person and a community. A better one? We address that question by studying these three timeless texts in award-winning-winning 21st-century English versions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GREK 1816 Ancient Tragedy Ever Modern (4 Credits)**

Three great Athenian tragedians of the 400s BCE—Aeschylus, Sophocles, and certainly most modernist of all Euripides—offer us of the 2000s CE much to experience, much to ponder, much that still challenges or provokes us. We experience their democratic Athenian community and its political and social, its religious and philosophic innovations as actualized in tragedy. We read and analyze, enact (in parts) and even imitate both widely known "world classics" *Antigone* and *Oedipus Tyrannus*, *Medea* and *Bacchae* with fresh approaches proper to our turbulent times, but also less familiar, often distressing "problem" plays that include Euripides' *Andromache*, *Hecuba*, and *Heracles*. This course bears the Analytical Inquiry: Society and Culture attribute in Common Curriculum.

**GREK 1916 Comedy Old and New (4 Credits)**

Reading and discussion of and experiment with comedies from ancient Rome and even more ancient Greece. We begin, however, with modernizations in American-musical form, and end with our own product in 21st-century emulation. Students' participation, even broad clownish histrionics, required. Students must also be eager to laugh—knowingly and intelligently, of course. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GWST 2212 Gender, Communication, Culture (4 Credits)**

This course considers how gender is created, maintained, repaired, and transformed through communication in particular relational, cultural, social, and historical contexts. This course is designed to help students develop thoughtful answers to the following questions: what is gender, how do we acquire it, how do cultural structures and practices normalize and reproduce it, and how do we change and/or maintain it to better serve ourselves and our communities? Throughout the term, the class explores how dynamic communicative interactions create, sustain, and subvert femininities and masculinities "from the ground up." This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is cross-listed with COMN 2210.

**GWST 2215 Selling Sex, Gender and the American Dream: 1950 - Present (4 Credits)**

This introductory course analyzes how commercial culture has evolved into the defining cornerstone of American life over the last sixty years. The first half of the quarter will examine the key historical movements including the Cold War, the Civil Rights/Women's and Gay Liberation movements and investigate how women, ethnic minorities, and members of the LGBTQ community evolved into important "consumer citizens" in the United States. The second half of the quarter will examine these same social groups from a contemporary perspective, and the degree that globalization, "multiculturalism" and "going green" have emerged as dominant tropes in contemporary culture. By moving from past to present, students will gain an understanding of the complex connections between consumption and U.S. nation-building, as well as the consequences "shopping" and the accumulation of "stuff" has had in both the shaping and reconfiguring understandings of what it means to live the "American Dream." This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GWST 2710 Introduction to Queer Studies (4 Credits)**

This course provides an introduction to the discipline of Gender and Women's Studies by focusing on mostly queer theory. Queer theory is a comparatively new approach to understanding gender, sexuality, and the world around us, and it has created controversy and disagreement regarding its aims and approaches. What does it mean to queer something? Why is language — the words that we use and that are used on us — so important to queer theory, and what does it mean for how we approach ourselves and those around us? The world in general? How is queer theory different from, and complementary to, women's and gender studies broadly speaking? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GWST 2720 International Perspectives on Gender (4 Credits)**

Gender studies is not only an American phenomenon, but has also developed and changed as it has developed around the world. This course examines gender studies in various countries and societies worldwide through critical works and novels in order to raise new and unexpected questions about our place in the world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GWST 2790 Gender and Sexuality - International Perspectives (4 Credits)**

This course examines international perspectives on gender and sexualities, particularly queer sexualities and queer gender identities. How are they different from US-based views? Globally, any discussion about gender and sex are in reference to what are, effectively, US perspectives — often in (often violent) disagreement, often in a spirit of recognition. Given that much original research in gender and sexuality studies originated in the United States and the United Kingdom, understanding how other societies and cultures have engaged with these fields is a crucial way to understanding ourselves. This course examines these perspectives with reference to literary works and humanist approaches, and to current events, films, news clips, and more.

**HEBR 2370 Multicultural Israel: Food, Film and Beyond (4 Credits)**

In this course participants will examine Israeli culture and identity using a broad array of materials and topics, including popular music, film, sports, and food. Topics include Israel's society, ethnic relations, and the Arab minorities in the Jewish state. Students also discuss whether there is a unique Israeli culture and the struggle for Israel's identity. Emphasis is on interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways. Through discussion, research, writing and various media resources, class members investigate these varied dimensions of culture; learn to understand them in their broader social, aesthetic, ethical, and political contexts. This course fulfills the Analytical Inquiry - Society & Culture common curriculum requirement.

**HEBR 2380 Multicultural Israel through Popular Music (4 Credits)**

The music of Israel is a combination of Jewish and non-Jewish music traditions that have come together over the course of a century to create a distinctive musical culture. This course presents a brief cultural history of Israel through popular music. To examine the central and lively role that songs have played in the shaping of Israeli identity, this class examines a range of diverse lyrics, including selections from folk music, pop and rock music, Levant influenced music, and more. Topics covered include Shirei Eretz Israel (the songs of the land of Israel), military ensembles, song festivals and competitions, the rise of minorities, outstanding performers and songwriters, international influences, and media's impact on audience preferences. This course fulfills the Analytical Inquiry: Society and Culture common curriculum requirement.

**HIST 1110 Ancient Rome (4 Credits)**

This course examines the history and culture of Rome from earliest times to the death of Augustus in A.D. 14. We look at political and military developments of Rome as it went from a monarchy, a republic, and an empire. We also study social and cultural aspects of the Romans, who originally were simple pastoralists living along the Tiber but in time became rulers of the entire Mediterranean region. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1240 Comparative History of Medicine (4 Credits)**

This class examines the development of different traditions of medicine, comparing the history of modern scientific medicine with the histories of various forms of what today is called "alternative medicine." It requires no previous background in science, medicine, or history, but is meant to engage students interested in any one of those fields. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1250 Food in East Asian History (4 Credits)**

This class examines the relationship between food and health in East Asian history. We focus on how that relationship, and the way people understood it, changed over the past century and a half. In other words, we focus not only on how (and what) people in East Asia have eaten, but also on how they have thought about eating. This course asks how western dietary ideas and practices have interacted with traditional East Asian ideas and practices over the past century and a half. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1260 Modern South Asian History (4 Credits)**

This course will explore the modern history of the subcontinent, through the colonial experience to the postcolonial construction and division of nations, with a particular focus on India, Pakistan, and Bangladesh (although students are also welcome to take on optional readings on Sri Lanka, Afghanistan, and Nepal, among others). The course will consider the legacy of colonialism in India, and debates over whether postcoloniality is really "post." We will explore the history of nationalisms – state, ethnic, religious, and linguistic – and the ramifications of Partition and the wars over Bangladesh and Kashmir. This course will also explore the history of South Asia in the rest of the world, through the migration of its diaspora and its role in the Bandung moments of Afro-Asian solidarity in the global struggle against oppression. We will take into account discourses regarding tradition and modernity, democracy and secularity, and the terms "freedom" and "terror" – and what this means for the lived experiences of South Asians in today's world. Readings will include historical accounts, theoretical texts, films and literature, as well as primary sources. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1320 European Culture in the World Wars (4 Credits)**

This course covers the history of Europe in the first half of the twentieth century—a time of crisis, extreme violence, and fascinating cultural production. Within the context of war, economic crisis and political extremism, we study the ways in which artists, writers, composers and film makers responded to the dramatic events they witnessed. We also examine European governments' attempts to shape public opinion through propaganda and mass media. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1330 History of Ireland (4 Credits)**

We examine the creation of modern Ireland from the 16th-Century to the present, including a brief discussion of the Celtic and Medieval periods. Major themes of analysis and discussion include changing definitions and representations of 'Irishness', competing questions of identity and national membership and how these debates influenced the development of various nationalist movements in both the past and the present. The role of women, gender, violence, emigration, and other social and geographical factors within Irish society are used to examine Ireland's evolution into a modern state and its relationship with the United States, Britain, and the rest of Europe. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1340 The British Monarchy (4 Credits)**

This course explores the role of the monarchy in British society from Elizabeth I in the Sixteenth Century to Elizabeth II, the current Queen. We discuss how monarchs adapted to changing political situations and how they attempted to shape public perceptions. We also explore the ways in which expectations of the monarch have changed, from an almost absolute ruler to a constitutional monarch whose role has become largely ceremonial. Over the course of the nearly five hundred years covered in this period, Britain experienced a regicide, the forcible overthrow of a king, and a voluntary abdication, yet the institution of monarchy has proven remarkably resilient. In the twentieth century, as the royal family struggled with a series of scandals, some came to believe that the institution had run its course and was due for abolition, but today public fascination with royalty remains strong. We focus on the relationship between the public image of the monarchy and its political role as a way of understanding broader changes in British society in the modern era. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1350 History of the British Empire (4 Credits)**

This course explores the rise and fall of the British Empire from its origins during the English conquests of Wales, Scotland and Ireland; explorations of the world, through commercial expansion under the British East India Company; the rise of Britain as the preeminent world imperial power during the 19th century and its eventual decline and legacy during the late 20th century. Using a variety of secondary articles, primary sources, films and monographs, this course analyzes highly debated issues including the interconnected nature of British society and developments out in the Empire, both cultural and political; the important role that women, gender, and racial ideologies played in British dominance of one quarter of the globe; how the empire and representations of Empire changed over the century; and finally, the impact of that empire upon issues of identity and population in a post-colonial Britain. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1360 World War One (4 Credits)**

Historians have argued that the First World War definitively shaped the twentieth century. It set the stage for World War II; it redefined the role of government in citizens' lives; it brought technology full-force into power struggles between nations; it simultaneously birthed communism and fascism; and it desensitized entire generations to violence and brutality. In this class, students explore this very dramatic and influential war. Students unfamiliar with the war will more firmly grasp the historical significance of the event while students who may be familiar with the war will gain new insights and interpretation of how the war was conducted and why the war mattered. Students read the words and thoughts of those who participated in the war, as well as interpretations of the war by military, social, and political historians. This course counts toward the Analytical Inquiry: Society and Culture requirement. There are no prerequisites for this class.

**HIST 1370 Monks, Merchants, and Monsters: Medieval Travelers (4 Credits)**

When we think of the Middle Ages we tend to think a static and isolated world, one without the benefits of fast travel or the convenience of easy communication via cell phones and e-mail, a world where much of the map was blank or contained the ominous words 'Here There Be Dragons.' And yet even in this period enterprising and intrepid men and women were on the move, exploring new places and meeting new peoples. In this course we will examine a number of different medieval travelers, from missionaries and religious pilgrims to merchants and diplomats, to explore how and why medieval people left home, and how these voyages shaped not just the travelers themselves but the lands they came from and those they entered. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1380 Barbarians at the Gates: Civilization and the Other in the Pre Modern World (4 Credits)**

From the birth of the first cities in Mesopotamia in c. 7000 BCE writers and thinkers have been concerned with the peoples who lived beyond their walls. The Ancient Greeks coined the term "Barbarian" and this word continues to have incredible resonance even today. This course will look at a variety of pre-modern primary sources, from the very first written epic all the way to the discovery of America to examine how ideas of civilization and barbarism are created and used by pre-modern authors to understand both the world around them and their own identities. As we engage with these sources we will also work to see how these pre-modern events and ideas continue to impact our own conception of the past and our present. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1510 War and the Presidency (4 Credits)**

This course examines four wars in American history and the relationship of those wars to the sitting presidents. Together we explore the reciprocal influence of Abraham Lincoln and the Civil War, Woodrow Wilson and World War I, Franklin Roosevelt and World War II, and Lyndon Johnson and the Vietnam War. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1520 Immigrant Voices in Modern America (4 Credits)**

This United States has aptly been called "a nation of immigrants." In this course, we explore the immigrant experience of the last century by examining different forms of personal testimony—autobiographies, diaries, novels, personal correspondence, and oral histories. Listening to these various immigrant voices helps us to understand the processes at work as newcomers and their children (first- and second-generation immigrants) struggled to achieve economic stability and to define their identity as Americans. The course readings as well as the student projects are intended as instruments with which to assess the influence of old world customs, religion, education, work, gender and anti-immigrant prejudice in shaping the process of adaptation to American society. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1530 History of the United States since 1865 (4 Credits)**

From the devastation left by slavery and the Civil War to the dizzying changes brought by globalization in our own time, this course sweeps through the last 150 years of the American experience. We wrestle with questions like the following: How did the Industrial Revolution, the Great Depression, two world wars and the Cold War change America, and ordinary Americans' everyday lives, and what legacies did these events leave for our own day? How have Americans defined and divided themselves—by race, gender, class, or otherwise—and how have such categories shifted over time? Where did we get our political parties and ideologies? Our work habits and habits of play? Our ideas about "big business," "big government," "American exceptionalism," or the "American dream"? As we consider these and other big questions, we also explore how historians make sense of U.S. history, and how we can make it relevant to our own times and our own lives. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1550 America in the Sixties (4 Credits)**

This course examines one of the most tumultuous eras in U.S. history, its role in the reshaping of American life after World War II, and its legacies for the present. What constitutes "the sixties"? Was it an era of discord, dissolution, and decline, or of empowerment and democratization? Together we sort through conflicting perceptions of the period and closely examine some of the most salient issues of the decade - including the war in Vietnam, ethnic and race relations, youth culture, feminism and gay liberation, and the rise of conservatism. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**HIST 1560 Seeing Red: Native Americans and Photography (4 Credits)**

The struggle over whether the photographic record would include only representations of the savage (dead savage, noble savage, the disappearing savage, Indian chief, Indian warrior, Indian shaman, Indian maiden), or would expand to include Native realities (the threat of violence, bureaucratic control, family relationships, traditional culture, engagement with modernity, humor/irony, and aesthetic sovereignty) has been fought throughout photography's 200-year history. This course introduces students to photographic visual analysis and an abbreviated history of Native Americans and photography. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1570 Pioneering in Colorado: Land, Bodies, & Violences in the Sand Creek Massacre (4 Credits)**

This course uses critical analysis of primary sources to understand Sand Creek as a crucial site necessary to understand the history of Colorado and Denver University. Students will critically read and analyze primary source documents including newspaper articles, testimonies from massacre participants and survivors, artwork, material culture, letters, oral history, music, and proclamations to understand Sand Creek as a place and a history related to the creation of Colorado and Denver University. Additionally, the class will visit specific sites associated with Sand Creek to understand place-making and memorialization as a function of historical meaning-making and analysis. These sites include the Sand Creek Massacre site, History Colorado, the Silas Soule memorial plaque, and Riverside Cemetery (where Silas Soule and Joseph Cramer are buried). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1600 Jews in the Islamic World, 632 C.E. - 1948 C.E. (4 Credits)**

This course deals with Jewish history in the Islamic world from the death of Muhammad to the establishment of the state of Israel. Students are exposed to the political, social, and economic histories of various Jewish communities, many of which no longer exist, in numerous Islamic empires and/or political units. While studying these communities we also compare the treatment of Jews under Islamic rule to the treatment of Jews under Christian rule and the treatment of Christians under Islamic rule. Cross listed with JUST 1600. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1610 The History of the Crusades: 1095-1300 (4 Credits)**

This course traces the origins and development of the Crusading movement as well as its impact on Christian, Muslim, and Jewish society in Europe and the Middle East from the 11th through the 14th centuries C.E. This course also examines ideas of Christian/Muslim/Jewish difference in this period. We pay special attention to primary source material. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1705 Modern African History (4 Credits)**

This course is a survey and introduction to modern African history from the late 19th century to the present. We will explore the period of European colonialism and its postcolonial legacy, focusing on the experiences of Africans at this time. Themes addressed in this class will include gender, age, class, race and ethnicity, and the historical legacies of both the precolonial and colonial eras to the construction of the postcolonial nation-state. Assignments will be geared towards teaching students to think and write like historians, and understand the basic tenets of historical inquiry, such as how to use primary and secondary sources and differentiate between them, and construct a basic historical argument that advances historiographical understandings of the topic in question. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1715 Middle Passages: Atlantic World Migrations (4 Credits)**

Middle Passages examines first-hand accounts by enslaved people and enslavers, modern depictions, and analyses by historians in order to trace the origins, expansion, and decline of traffic in captive Africans in addition to its impact on four continents. The course seeks to answer, among others, the following questions: Why were Europeans in Africa? Why were Africans enslaved? What did African experience on the journey to slavery in the Americas? Which came first, racism or slavery? What is the middle passage? If we want to understand how the US (and not only the South), Western Europe, parts of Latin America, and much of Africa got to be how they are now, we need to know something of the human commerce that profoundly shaped them. In this course, students consider individual, national, and institutional experiences of the Middle Passage by exploring a textbook that overviews the histories of the trans-Atlantic Slave Trade and accounts from a series of primary sources.

**HIST 1850 20th Century LGBTQ History in the United States (4 Credits)**

This course uses a cultural history approach to explore the experiences of lesbian, gay, bisexual, transgender, and queer peoples in the "long twentieth century" (1880s-2010s) United States. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2022 The Roman Empire (4 Credits)**

This course examines the history and culture of ancient Rome during the height of the empire. We look at political and military developments of Rome as it transformed from a republic into an imperial power. We also study social and cultural aspects of the Romans, who originally were simple pastoralists living along the Tiber but in time became the rulers of the entire Mediterranean region. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2320 US Foreign Policy in the Middle East (4 Credits)**

This course aims to introduce students to both Middle Eastern history and American Foreign Policy by exploring the politics and culture of U.S. involvement in the Middle East in the post-WWII period. In doing so this course pays special attention to the impact of the Cold War in the Middle East, American policy towards the Arab-Israeli conflict, the role of oil in American foreign policy, American responses to the rise of Islamist movements, the impact of media and culture on the formulation of America's Middle Eastern policies, and U.S. relations with dictatorial governments in the Middle East. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2320.

**HIST 2710 From Sea to Shining Sea: Nature in American History to 1900 (4 Credits)**

In ways often hidden or ill understood, natural and environmental factors powerfully shaped the history of America from colonial times to the nineteenth century. In this course, we consider how natural resources like fish and forests became the basis for European empire-building; how colonists, Indians, slaves, settlers, and industrialists all acted to transform the landscapes and ecosystems of North America; and how ideas about nature helped mold the market economy and an emerging sense of American national identity. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2910 Colonial Latin America (4 Credits)**

This course explores the encounters, struggles and realignments of Europeans and Native Americans in the process of conquest and colonization, the development of political, economic, and religious institutions, the racial and gender hierarchies that emerged in colonial society, the strategies of resistance and accommodation to Spanish and Portuguese colonial rule, and the origins, process and outcomes of the wars of independence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2920 The Making of Modern Latin America (4 Credits)**

This is a general and introductory course of the history of Latin America that pays special attention to the modern period (19th and 20th centuries). The course is structured around themes dealing with the region's colonial legacy, economy, social life, politics, processes of modernization, urbanization, revolution, the quest for democracy and national development, and contemporary achievements and challenges. While much of Latin America's history has been a tale of violence and suffering, it has also been a story of great perseverance and self-affirmation. Using a historical perspective, the course seeks to understand how and why the struggle for independence, nation-building, economic growth, and social justice in the region has raged on for so long, and where it stands today. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2955 Latin America at the Movies (4 Credits)**

This is an introduction to the experiences of Latin America primarily aimed at reflecting about the process of formation of present-day Latin American societies, and secondly at motivating students to reflect about the historical evolution of multi-racial, multicultural societies in general. The activities for the course are structured around themes dealing with the region's historical evolution and the present-day challenges of building a modern, developed and egalitarian society. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ITAL 2201 Italy: Modern History, Culture (4 Credits)**

This course provides a historical and cultural approach to modern Italy. Students refine their critical thinking skills as well as substantially develop their argumentative skills. This course centers on selected authors, literary movements, genres and historical and contemporary cultural phenomena in Italy. Topics may include film, TV, poetry, short stories, fascism and the resistance movement, Italian women, etc. Each week a new decade is discussed in a historical context and supplemented with cultural artifacts that are either centered on the decade in question or produced during the period. This course is taught in English. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ITAL 2355 Images of Rome in Literature & Film (4 Credits)**

The city of Rome has been a major protagonist on the stage of history for several millennia. In 2,500 years of existence, Rome has seen more of the world's history unfold at its doorsteps than any other capital in the western world. It has been the site of the building and the expansion of a vast and powerful Empire, the center of a major world religion, and a magnet for the arts throughout the centuries. This course focuses on late 19th- and 20th-Century Rome from the point of view of selected works of Italian literature (poetry, short stories, and novels or selections from novels) and films in which the city of Rome plays a prominent role. Students demonstrate the ability to identify, interpret, and analyze the connections between the texts and films. This course is taught in English. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ITAL 2750 Italian Jewish Literature and Cinema (4 Credits)**

This course is cross-listed with JUST 2750 and offers an overview of Italian Jewish literature and cinema from the Middle Ages to the present. Students will read and discuss prose and poetry, essays and articles, as well as watch and discuss films that address issues such as religious and cultural identity, the right to difference, anti-Semitism and the Shoah. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Jewish Italian writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 1216 Popular Culture of Japan (4 Credits)**

In this course we examine and analyze the emergence of particular forms of mass-produced culture, or culture for mass consumption, in Japan from the early modern period to the present. Using a variety of cultural materials enjoyed from the early modern period (1600-1868,) during which Japanese society underwent extensive urbanization, secularization, and cultural commodification, through to the present, the course focuses on overarching themes: media and information technology (woodblock printing, newspapers, and the internet); entertainment and gender (the all-male kabuki theatre and all-female Takarazuka revue); commodified romance; fiction (illustrated fiction, manga, and novels); anime and television fandom; healer-bots and cyborgs. No knowledge of Japanese required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 1616 Samurai and Merchants: Cultures of Tokugawa Japan (4 Credits)**

Introduction to the cultures of Tokugawa, Japan, focusing on the tension between the samurai and merchant classes, the images they construct of self and other, and the morals and mores of their respective worlds. As well as examining Tokugawa fiction, drama, and other cultural artifacts, this course also considers later representation of the period and of its people in twenty- and twenty-first-century text, cinema, and television to understand the importance of contemporary influences on historical representation. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 2400 Hey, Girl, Hey: Japanese Girlhood from the Moga to Shōjo (4 Credits)**

This course explores the figure of Japanese girlhood from the Moga "modern girl" of the early twentieth century to the contemporary figure of the shōjo. Japanese cultural production has had a significant impact on East Asian girl's media in the pre-war period and again in the post-war to contemporary period. The course will explore the "modern girl" in all her iterations, from European modernism to East Asia, Africa, and the Americas, especially in the contexts of colonialism and nationalism. The course also considers the roles of girls and women in the formation of the modern state(s) and contemporary societies across East Asia, and juxtapose those roles to how girls and women are depicted in fiction and media. Students will trace the transition from the comparative modernisms legible in the figure of the moga to the transnationally circulated figure of the shōjo.

**JAPN 2500 Cultures of the Floating World (4 Credits)**

During the Edo period (1600-1868), the literature and visual culture of Japan flourished after centuries of devastating warfare. The floating world of kabuki theaters, woodblock print culture, and the pleasure quarters arrested the imagination of the populace and attracted the unwanted attention of governmental authorities. Over the course of the Edo period, the shogunal government expelled Christians from Japan, the city of Edo became the largest in the world, and woodblock print culture spread throughout the Japanese archipelago. Through reading various genres of literary and cultural production, students will explore how society shapes culture and culture shapes societies. Topics include: premodern literary representations of love and eros, the emergence of the "floating world print" (ukiyo-e), Christians as Others, representing landscapes and the past in haikai poetry and prose, early modern comic books, and vendetta stories. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 2700 Classical Japanese Women Writers: The Poets, Priestesses & Princesses in their Literary Golden Age (4 Credits)**

The course explores the extraordinary female-centered belles-lettres of classical Japanese literature, including a myth-history detailing the origins of Japan, the development of the rich poetic tradition, female diaries, zuihitsu and personal essays, the classic Tale of Genji, and literature of religious hermetic and travel diaries. The course will critically consider how women writers were able to flourish in this period and interpret their literary output through a consideration of the cultural and historical context for the texts. This course will also deploy principles of literary analysis and interpretation.

**JUST 1600 Jews in the Islamic World, 632 C.E. - 1948 C.E. (4 Credits)**

This course deals with Jewish history in the Islamic world from the death of Muhammad to the establishment of the state of Israel. Students are exposed to the political, social, and economic histories of various Jewish communities, many of which no longer exist, in numerous Islamic empires and/or political units. While studying these communities we also compare the treatment of Jews under Islamic rule to the treatment of Jews under Christian rule and the treatment of Christians under Islamic rule. Cross listed with HIST 1600. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 1610 The History of the Crusades: 1095-1300 (4 Credits)**

This course traces the origins and development of the Crusading movement as well as its impact on Christian, Muslim, and Jewish society in Europe and the Middle East from the 11th through the 14th centuries C.E. This course also examines ideas of Christian/Muslim/Jewish difference in this period. We pay special attention to primary source material. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with HIST 1610.

**JUST 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, COMN 2008, RLGs 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that "Jews earn like Episcopalians, and vote like Puerto Ricans." This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with RLGs 2012.

**JUST 2014 Religious Existentialism: Christian and Jewish (4 Credits)**

Existentialism focuses on the human experience of living, often with a focus on the sheer freedom of the human condition. Religious existentialism subtly modifies this picture through its own vision of human freedom as the ultimate encounter between the human subject and God (with 'God' understood in various ways). The religious existentialist in this sense philosophically explores that which is most-fully-human as a moment of relation and encounter between self and that which is beyond self. Starting with Sartre's non-religious statement of existentialism in *Existentialism is a Humanism* (1946), we go on to examine the Christian and Jewish existentialisms of Kierkegaard (1813-1855), Tillich (1886-1965), Buber (1878-1965), and Heschel (1907-1972). In the course of our reflections, we compare non-religious with religious approaches to basic questions about self, God and world, and we consider the relationship between Christian and Jewish existentialist approaches to these questions. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with PHIL 2014 and RLGs 2014.



**JUST 2025 Coexistence (4 Credits)**

Building skills for ethical, emotionally-intelligent, and equity-minded encounter, this course is about facing neighbors responsively, responsibly, and non-violently—even when our values clash, and even as we work to defeat each other in the voting booth. Exploring new civic modes of “dialogue across difference” and serving as an antidote to polarization and rising tides of hate, the course invites students to consider new ways of holding onto their own views, values, and identities without erasing others—but also without necessarily embracing or being embraced by them. And it does so while helping them understand and utilize “phenomenology,” a philosophical method for assessing “lived feels” in complex relation to human meaning-making in a range of personal, professional, and political contexts. Focused in particular on interhuman coexistence, the course attends to the three-fold human cord of “our structures, our neighbors, and our selves.” It invites students to navigate between structural equity, interpersonal ethics, and personal authenticity. And it equips students to consider the “feels,” “flavors,” and “temperatures” of different coexistence strategies: from the lukewarm framework of tolerance to the warm embrace of friendship to the complicated contours of responsibility-without-friendship in such thinkers as BIPOC thought-leader Martin Luther King, Jr, philosopher and Holocaust Survivor Emmanuel Levinas, and political theorist Karl Marx. Helping students consider what sorts of coexistence goals are most and least appropriate for different contexts and why, the course asks questions like: When it comes to opponents, should we be aiming to befriend them or is it sometimes OK to set the bar lower? Should we try to “find common ground” or is it sometimes OK to “agree to disagree”? Is bridge-building always the best goal, or do we sometimes need to learn to live alongside one another without violence but also without bridges? Drawing on an inclusive reading list of BIPOC, Jewish, Islamic, Christian, African, Indigenous, and Japanese traditions, the course delves into Ubuntu principles of coexistence alongside Aztec principles of selfhood, BIPOC principles of justice alongside spiritual and atheist existentialisms, Queer Chicana feminism alongside the practice of Kintsugi, spiritual calls to love alongside political calls to respect, multicultural calls to recognition alongside social justice critiques of such calls, philosophical traditions of friendship alongside critiques of civility, and ancient wisdom traditions hand-in-hand with popular contemporary insights from Brené Brown’s work on vulnerability and Harvard’s near-century-long study of happiness. The course also explores the dangers of Islamophobia and Antisemitism; includes a visit to the campus’ Holocaust Memorial Social Action Site inspired by “radical ethics”; considers new modes of activism; and invites participants into a “Belonging and Expression” framework for navigating possibilities and tensions in important joint calls to social justice and freedom of expression. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is crosslisted with PHIL and JUST.

**JUST 2026 Race: Black, Jew, Other (4 Credits)**

This course is cross-listed with PHIL 2026 and RLGS 2026. In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, “negritude,” “the wandering Jew,” and “otherness” by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman’s work on the “Jew’s Body” and “Jewish Self-Hatred,” Bernasconi’s work on the phenomenology of race, and discourses of “Other-as-disease” in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2050 Jewish Philosophy (4 Credits)**

This course sets out to explore the self and the sacred in Jewish tradition by exploring the nature of faith and reason, the call to ethical response, and the meaning of divine revelation in multiple Jewish philosophical voices across the ages, including Philo, Saadya, Halevi, Maimonides, Soloveitchik, Buber, Rosenzweig, and Levinas. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with PHIL 2050.

**JUST 2104 The Bible as Literature (4 Credits)**

The Bible has been one of the most important works in all of Western society. In this course we read the Bible as a masterpiece of literature. Rather than focusing on theological questions about this work as inspired scripture, we instead focus on its rich literary qualities and explore some ways in which these stories have influenced modern society. Reading select passages, we discuss its literary genres, forms, symbols and motifs, many of which are important in literature today. Of the latter, we encounter stories of creation and hero tales, parables, apocalyptic literature, and themes of paradise and the loss of Eden, wilderness, covenant, and the promised land. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2104 and RLGS 2104.

**JUST 2202 New Testament (4 Credits)**

This course takes a multifaceted approach (historical, literary, and critical) to the writings that comprise the Christian New Testament. The New Testament are read as a collection of primary documents that chronicle the primitive Church’s slow and often painful process of self-definition. In these writings it is possible to discern the tension that arose because of the strong religious and cultural ties early Christianity maintained with Palestinian Judaism, from which it emerged as a sectarian or reform movement. The careful reader also finds evidence of the new religion’s encounter with the Greco-Roman world from whose variegated ethos and culture it borrowed considerably on the way to becoming an important religious force in the first century. In exploring the New Testament, then, we attempt to recover something of the sense of what it meant to be a Christian in New Testament times. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2202.

**JUST 2320 US Foreign Policy in the Middle East (4 Credits)**

This course aims to introduce students to both Middle Eastern history and American Foreign Policy by exploring the politics and culture of U.S. involvement in the Middle East in the post-WWII period. In doing so this course pays special attention to the impact of the Cold War in the Middle East, American policy towards the Arab-Israeli conflict, the role of oil in American foreign policy, American responses to the rise of Islamist movements, the impact of media and culture on the formulation of America’s Middle Eastern policies, and U.S. relations with dictatorial governments in the Middle East. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with HIST 2320.

**JUST 2350 Israeli Culture Through Film: Society, Ethnicity, and Inter-Cultural Discourse (4 Credits)**

This course presents Israeli society and culture development as reflected in Israeli films from the 1950s to present day Israel. Topics include history and collective memory, ethnicities and the experiences of immigration, Israelis in their spatial Mediterranean/Middle-Eastern context and Judaism in its old and new representations. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2360 Israeli Society Through Film: Narratives of the Holocaust, War and Terror in Israeli Life (4 Credits)**

This course analyzes fundamental aspects of Israeli-Jewish collective identity through a consideration of the trauma of the Holocaust, and explores the representation of these issues in Israeli film from the 1960s to today. The course presents and analyzes narratives of human experience in traumatic times and their after-effects via cinematic perceptions of Holocaust survivors and their offspring, the relationship between the Israeli native Sabra and the Holocaust survivor, the impact of war on soldiers and their families, and the Israeli experience of terror. Screenings of Israeli film is a central part of the course. All films are in Hebrew with English subtitles. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**JUST 2370 Multicultural Israel: Food, Film and Beyond (4 Credits)**

In this course participants will examine Israeli culture and identity using a broad array of materials and topics, including popular music, film, sports, and food. Topics include Israel's society, ethnic relations, and the Arab minorities in the Jewish state. Students also discuss whether there is a unique Israeli culture and the struggle for Israel's identity. Emphasis is on interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways. Through discussion, research, writing and various media resources, class members investigate these varied dimensions of culture; learn to understand them in their broader social, aesthetic, ethical, and political contexts. This course counts toward the common curriculum requirement of Analytical Inquiry: Society & Culture.

**JUST 2380 Multicultural Israel through Popular Music (4 Credits)**

The music of Israel is a combination of Jewish and non-Jewish music traditions that have come together over the course of a century to create a distinctive musical culture. This course presents a brief cultural history of Israel through popular music. To examine the central and lively role that songs have played in the shaping of Israeli identity, this class examines a range of diverse lyrics, including selections from folk music, pop and rock music, Levant influenced music, and more. Topics covered include Shirei Eretz Israel (the songs of the land of Israel), military ensembles, song festivals and competitions, the rise of minorities, outstanding performers and songwriters, international influences, and media's impact on audience preferences. This course counts toward the common curriculum requirement of Analytical Inquiry: Society & Culture.

**JUST 2741 American Jewish Literature (4 Credits)**

This course surveys over 100 years of American Jewish immigrant narratives beginning with the great exodus of Eastern European and Russian Jewry at the end of the 19th century and ending with recent arrivals from Israel and the former U.S.S.R. Canonical works by central authors reveal the great successes of Jewish immigrants alongside their spiritual failures. A selection of memoir, novels, short stories, and poetry in English and in translation from Hebrew and Yiddish demonstrate the multilingual character of the Jewish experience in America. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2741.

**JUST 2742 Modern Hebrew Literature (4 Credits)**

This course offers a survey of some of the most significant works of modern Hebrew literature available in translation. Students consider how the development of Hebrew literature has contributed to the formation of contemporary Israeli identity, and how the conflicts that define the turbulent history of Israel are treated in works by canonical authors. The selection of diverse voices and literary materials exposes students to the social, political, and historically changes wrought by the rise of modern day Israel. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2742.

**JUST 2743 Jewish Humor: Origins and Meaning (4 Credits)**

Writers, scholars, and comedians all claim to locate an identifiable strain of "Jewish humor" running from the Bible through to today's literary humorists and provocative stand-up comics. This course takes humor seriously in an effort to reveal the development of "Jewish humor" in America from a comparative context. But is there such a thing as Jewish humor? And if so, what are its sources and characteristics? Does it exist across cultures and in different linguistic communities? Through lectures, discussion, exercises and papers, students gain a broad understanding of the history, psychology, and philosophy of humor as it relates to Jewish arts and letters in America. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is cross-listed with ENGL 2743.

**JUST 2750 Italian Jewish Literature and Cinema (4 Credits)**

This course is cross-listed with ITAL 2750. It offers an overview of Italian Jewish literature and cinema from the Middle Ages to the present. Students will read and discuss prose and poetry, essays and articles, as well as watch and discuss films that address issues such as religious and cultural identity, the right to difference, anti-Semitism and the Shoah. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Jewish Italian writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MFJS 2000 Introduction to Film Criticism (4 Credits)**

Theories and methods of social, cultural and aesthetic criticism of film; emphasis on critical writing. Laboratory fee required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MFJS 2170 Globalization and Film (4 Credits)**

MFJS 2170 (Globalization and Film) explores the varying ways that globalization impacts cinema on a national and transnational level. This course is broken down into three units: theories on globalization; implications of globalization behind-the-scenes; and representations of globalization onscreen. Through a selection of assigned readings and filmic texts, you will be encouraged to think critically about what "globalization" means and how it influences films, both behind-the-scenes and onscreen. In addition to several in-class screenings, you will be required to view a few films on your own. Finally, you will have the opportunity to research and write original scholarship on one of two angles to engage further and apply course material: 1) the impact of globalization on the film industry of your choice, or 2) the impact of globalization on representational issues in the film of your choice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MFJS 2290 Innovations in Media, Artificial Intelligence, & Communication (4 Credits)**

This course considers information and communication technologies in relation to "the new," exploring the ways that technological, historical, legal, economic, and social contexts combine to enable the changes that we think of as innovations in media and communication. Taking a critical/cultural historical perspective, we explore questions such as where technologies come from, who controls them, who profits from them, how they are used, and with what potential implications? We also consider how today's artificial intelligence technologies are similar to and different from the new technologies of previous ages, how bias and misinformation are (re)produced, and countermovements such as "slow" technology, with an eye toward imagining what the future might hold. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1000 Fundamentals of Music Theory (4 Credits)**

Meant for students with little to no experience with music notation, Fundamentals of Music Theory introduces pitch, rhythm, scales, chords, and other elements of Western notation. Students will develop facility in reading and hearing music, as well as an understanding of the syntax of tonal music, ranging from the music of Mozart to film music to Miles Davis. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1012 Music, Society, and Culture (4 Credits)**

This course introduces students to the music of a variety of world areas. For each unit, students examine a diverse array of genres, analyzing music's relationship to religious life, aesthetics, politics, social organization, and identity. We also discuss the impact of globalization, transnationalism and immigration on the shaping and transformation of musical practice and meaning in each region. Reading materials, listening assignments, and discussion topics are supplemented by in-class performance workshops, designed to give students firsthand experience in non-Western performance traditions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1016 History of Jazz (4 Credits)**

This course examines the short history of jazz and all its sub-styles (swing, bop, cool, etc.) from its roots to the early eighties. Students have access to the entire course online, including all the fantastic listening. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course.

**MUAC 1017 History of Rock and Roll (4 Credits)**

The "birth of rock" occurred in the mid 1950's as a result of the convergence of pop, country and western, and rhythm and blues. This course traces that evolution by way of examining a broad picture of the general flow of those styles and their artists. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course.

**MUAC 1018 Understanding Music (4 Credits)**

In this course, students acquire a greater appreciation of musical history, context, composers, and genres. Through listening activities, texts, movies, and live concerts, students become educated listeners, able to describe intelligently musical experiences using appropriate vocabulary. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course.

**MUAC 1019 American Popular Music (4 Credits)**

American Popular Music combines the study of social and cultural history on the one hand with the analytical study of music styles on the other. Basically, it serves as an introduction to the wealth of American popular music from minstrelsy to hip hop. This course counts toward the Analytical Inquiry: Society and Culture requirement. This class is not available to music or performance majors.

**MUAC 1023 Mathematics in Music after 1970 (4 Credits)**

This course examines the interaction of mathematics and music composition since 1970, an interaction that has grown more vibrant with the advent of electronic music and modern computation. In this course, we will use mathematical concepts and methods to address basic questions about music, mathematics, and musical works. The questions include, (a) how do pieces by contemporary composers reflect an affinity for mathematical concepts?, (b) are the intervals preferred by cultures as diverse as ancient Greece and the contemporary Levant inherently beautiful?, (c) what is the relationship between complexity and chance on the listening experience?, and several others. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1024 Black Sacred Music: A Survey (4 Credits)**

This course is an experiential exploration of the spirituality of African-American sacred song. Participants will sing, consider the history of the music and explore their own connection to the songs, as well as the inspiration and challenge these songs may offer to present and future communities. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course and thus it will not fulfill AI: Society requirements for music majors.

**MUAC 1025 Hip-Hop and Rap Music (4 Credits)**

From its origins in dance parties in the Bronx in the late 1970s to its identification as the soundtrack of social movements around the globe, rap music has become perhaps the most prominent genre of popular music. This course, primarily, analyzes the musical features of rap music as a specific manifestation of the wider aesthetic of hip-hop. To set the stage for later musical analysis, the course includes brief introductions to technologies of hip-hop (e.g., sampling, drum machines, Autotune, streaming, etc.), earlier Afro-diasporic expressive forms and aesthetics (e.g., the dozens, toasts, double-dutch, etc.), and rap music's relation with gender, race, identity, and politics. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1026 American Musical Mavericks (4 Credits)**

This course examines music history in the United States through the figure of the "maverick," a rugged individualist who operates outside the mainstream of society. Using Michael Broyles's *Mavericks and Other Traditions in American Music* as a primary textbook, this course surveys American music from the 18th to the 21st centuries, introducing students to a variety of musical traditions, pieces, composers, performers, and artistic strategies. Central themes include: the impact of Puritanism on U.S. arts and culture, the dilemma of art music in a democratic society, and the struggle to develop a uniquely American musical voice in a nation of immigrants. Assignments are designed to promote achievement of the Analytical Inquiry: Society and Culture learning outcomes of the Common Curriculum: Apply the methods or techniques appropriate to disciplines in the arts or humanities in order to interpret texts, ideas or artifacts, or engage in creative activity (performance, composition, etc.). Analyze the relationship between texts, ideas, or creative works and a broader context (intellectual, political, artistic, etc.) in ways appropriate to disciplines in the arts or humanities. No prior musical experience is required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1027 Global Pop (4 Credits)**

This survey of global pop explores musical thought and processes through an examination of the development of "world music" and "world beat," including its meaning and importance to contemporary culture as well as its history and impact. Intended to provide students with a basic understanding of the international popular music scene from its explosion at the close of the 20th century through the present day, this course questions the meaning and importance of this trend in contemporary culture. It explores the complex relationships of music and mass media while addressing themes of nationalism, popular resistance and subversion, censorship, transnational identity, gender representation, and cultural hegemony. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1028 Hearing the Movies (4 Credits)**

Although we usually say that we watch movies, we might more accurately say that we "see-hear" or "audioview" them. Film sound tracks feature speech, sound effects, and music that fulfill practical storytelling roles, and that combine with imagery and narrative to create powerful emotional resonance in viewers. This interdisciplinary course explores the sonic elements of film history from 1895 to the present. Course activities include weekly film viewings and reading assignments set against lecture/discussions offering a topical survey of developments in film sound as both a technical practice and an art. Graded assignments include weekly online responses, a film introduction, a midterm exam, and a final project in which each student will re-score a film clip and compose an essay reflecting on that process. Assignments are designed to promote achievement of the Analytical Inquiry: Society and Culture learning outcomes of the Common Curriculum: • Apply the methods or techniques appropriate to disciplines in the arts or humanities in order to interpret texts, ideas or artifacts, or engage in creative activity. • Analyze the relationship between texts, ideas, or creative works and a broader context in ways appropriate to disciplines in the arts or humanities. No prior formal experience in music or film studies is required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1029 Methods of Mastery (4 Credits)**

Musicians, athletes, artists, software engineers, actors, financial managers, dancers, writers, mathematicians, scientists, game designers, and even social media influencers spend their days in radically different ways, but top performers share habits and approaches that contribute to success. "Methods for Mastery" offers students an opportunity to explore the habits and mindsets of great achievers in different disciplines, ranging from classical music to creative writing to sports, finance, and more. What do writer Isabel Allende, dancer Twyla Tharp, soccer star Cristiano Ronaldo, Apple inventor Steve Jobs, cellist Yo-Yo Ma, and the artist formerly known as Prince have in common? What is required to do life-changing work? Inspiration or Perspiration? The Seven Habits of Highly Effective People? Can everyone be a virtuoso, genius, or prodigy? Through shared assignments, the class will discuss performances and research in four different areas: "Practice and Work Habits"; "Mindfulness Techniques"; "Performance Anxiety, Stage Fright, and other Mental Blocks"; and "Flow". Videos, podcasts, live performances, trade paperbacks, websites, and academic research will inform our understanding of these topics. In addition, each student will develop two personal projects—one on cultural attitudes towards mastery, and one on a specific technique for creating better work routines, overcoming stage fright, or maintaining focus. Students from different disciplines will share their ideas with peers. Throughout, each class member will keep a daily journal, culminating in a final reflection that charts progress over the quarter. By the end of the quarter, students will integrate their research with new skills and greater awareness of their own path towards achievement. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2052 Musicology: Medieval And Renaissance Music (3 Credits)**

Through the study of selected vocal and instrumental works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 800 to c. 1600. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2053 Musicology: Baroque Music (3 Credits)**

Through the study of selected vocal, instrumental and operatic works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1600 to c. 1750. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2054 Musicology: Classical Music (3 Credits)**

Through the study of selected vocal, instrumental and operatic works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1750 to c. 1820. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2055 Musicology: Romantic Music (3 Credits)**

Through the study of selected vocal and instrumental works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1830 to c. 1890. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2056 Musicology: Modern Music (3 Credits)**

Through the study of selected vocal and instrumental works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1890 to the present. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2057 Musicology: Introduction to World Musics (3 Credits)**

This course is designed as an introduction to select world music traditions and to ethnomusicology, a discipline many define as the study of music in culture. We focus on three world areas: North India, Brazil, and Senegal. For each of these units, we examine various genres and musical systems and explore music's connection to ritual, belief, aesthetic ideals, politics, and social organization, asking what makes music meaningful for practitioners and audiences. Lectures and discussions are supplemented by regular guest lecture-demonstrations, films and hands-on workshops. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2058 Jazz and Commercial Music History and Repertoire I (1900-1955) (3 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2059 Jazz and Commercial Music History and Repertoire II (1955-Present) (3 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2251.

**MUAC 2260 Music, Race, and Ethnicity in Latin America (4 Credits)**

In this class, music-culture is a medium to understand how people in Latin America maintain religions, strengthen social relations, and negotiate their racial and ethnic identities in the context of social inequality, racial discrimination, and land disposition. Concepts such as mestizaje, creolization, and "blackness" will be examined in the context of nation formation, the inheritance of colonialism, and the spread of neoliberalism while students will engage critically in readings coming from ethnomusicology, anthropology, ethnic and racial studies, as well as history, and geography. The lectures are multimedia, including visiting performers and speakers. As such, this class is a great introduction to explore music-culture, race, and ethnicity in Latin America. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3046 Indonesian Music Ensemble (0-1 Credits)**

This class provides a practical and theoretical introduction to Indonesian performance traditions from the islands of Bali and Java. Through hands-on instruction and oral transmission, students will learn a variety of gamelan (gong/chime ensemble) traditions. While learning this sophisticated cyclic music, class discussions, assigned readings, films, and guided listening will further familiarize students with the social and cultural meanings of the musics performed in class. Additionally, students will have the opportunity to learn basic hand, foot, and eye movements for Balinese and Javanese dance, as well as to study kecak, a Balinese vocal music that imitates the sound of the gamelan. The course will culminate in an end of the quarter concert. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**MUEN 3047 Xperimental Jazz Ensemble (0-1 Credits)**

The Xperimental Jazz Ensemble is a pan-genre ensemble with a focus on creativity expressed through improvisation, transcription, arrangement, and composition. XJE will have variable instrumentation that may include vocalists, all "classical" and "jazz" instruments, and emergent electronic instruments and software. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3048 Bluegrass Ensemble (0-1 Credits)**

In this class, students will receive instruction on proper bluegrass performance fundamentals with traditional bluegrass instruments, the harmony and rhythm of bluegrass music, the art of simultaneous playing and singing, the proper interpretation of the chosen repertoire per the composers' style, and the social and cultural influences that inspired the music. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3710 Opera (0-1 Credits)**

Practical experience in operatic performance. One production each quarter; major production in winter quarter. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3712 Lamont Chorale (0-1 Credits)**

The Lamont Chorale is a select mixed voice choir that performs choral literature from the Renaissance to present and strives for a high level of artistry. The choir performs works from the great masters of music, as well as living composers, world music, and spirituals. The Lamont Chorale is open to undergraduate and graduate students, music majors, non-music majors, and community members. Credits from this course can fulfill the AI-Society credit requirement for undergraduate students.

**MUEN 3730 American Heritage Chorale (1 Credit)**

This ensemble will explore through choral music the various ways in which music written by American composers has been influenced and has its roots in music from other cultures and regions of the globe. Special attention shall be given to music by African American composers. American Heritage Chorale is open to all students interested in singing. Prior choral experience is not required. A brief vocal interview will determine appropriate placement within the ensemble. The course will conclude with a performance at the end of the quarter. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3731 The Spirituals Project Choir (0-1 Credits)**

This ensemble will explore African American spirituals as an art form, tradition, and tool for social change through performance, reading, and listening. Because the core of this ensemble is a multi-ethnic, multi-generational community choir, students will have the unique opportunity to join with and learn from a group of singers immersed in this musical tradition. Students will participate in 2-3 performances over the course of the term, the majority of which will be outside of Lamont. Through performance and study of spirituals and related music, students will gain a musical and cultural understanding of this dynamic music and gift from African Americans to the world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3740 Voces Fortes (0-1 Credits)**

Voces Fortis is a low voice choir that performs a wide variety of choral literature, including masterworks, a cappella works, spirituals, new music, and world music. The choir is open to undergraduate and graduate students, music majors, non-music majors, and community members. Credits from this course can fulfill the Analytical Inquiry: Society and Culture credit requirement for undergraduate students.

**MUEN 3751 Lamont Jazz Orchestra (0-1 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3752 Lamont Wind Ensemble (0-1 Credits)**

Open to all students by audition and approval of conductor; regularly scheduled concerts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3753 Lamont Jazz Ensemble (0-1 Credits)**

Open to all students by audition and approval of director of jazz studies; regularly scheduled concerts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3760 Lamont Symphony Orchestra (0-1 Credits)**

The LSO generally performs six symphonic concerts and one opera each year. Students are exposed to orchestral repertoire from all periods and styles of music as well as appropriate performance practices associated with each period and style. The LSO is open to all university students by audition. However, because the course objective is to prepare students for successful professional orchestra careers, all participants are held to a very high standard and level of expectation. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3900 Voces Aureas (0-1 Credits)**

Voces Aureas is a treble voice choir that performs a wide variety of choral literature, including masterworks, a cappella works, spirituals, new music, and world music. The choir is open to undergraduate and graduate students, music majors, non-music majors, and community members. Credits from this course can fulfill the Analytical Inquiry: Society and Culture credit requirement for undergraduate students.

**PHIL 1610 Discovering Philosophy (4 Credits)**

In this course we explore a range of philosophical questions and examine the replies that have been made by historical figures. We also think through the methods and strategies that have been used for thinking through those replies and explore these questions further on our own. Topics may include how do we know what actions are moral? What is knowledge? What is the basic structure of the world? What is justice? What assumptions are made by the disciplines that take themselves to study the natural world? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2001 Philosophy and Fiction (4 Credits)**

Examination of diverse aspects of the relationship between philosophy and fiction. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2003 Philosophy and Popular Culture (4 Credits)**

This course critically explores philosophical questions and issues in the context of contemporary popular culture. On the one hand, it considers more general questions about the nature and function of popular culture, including how popular culture has been defined and "theorized"; the connections between popular culture and the traditional and new media; the economic bases and functions of popular culture; and the political implications of popular culture. On the other, it explores particular philosophical issues—historical, ethical, political, aesthetic, and metaphysical—as they appear in selected areas or examples of popular culture: literature, film, the visual arts, digital media, graphic novels, music, television, etc. The aims are both to enhance students' critical understanding of the ways in which philosophical assumptions and ideas underlie popular culture and to present traditional and contemporary philosophical arguments, movements, and ideas using examples drawn from popular culture as reference points. As examples, we might explore ethical dilemmas posed in the "Sopranos" or "Mad Men"; mind-body problems in the "Matrix" or "Avatar"; or metaphysical issues in "Donny Darko" or "Run, Lola, Run." This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2004 Philosophy of Race (4 Credits)**

This course is a systematic study of the scientific, metaphysical, ethical, and political issues surrounding the notion of race. We undertake a critical study of the following questions: Is race a scientifically legitimate concept, or is it a social construct? Is race a legitimate census category? How should questions of race be decided, and by whom? Why do we think of humans in terms of race—for evolutionary or psychological reasons? Religious reasons? What is racism? Why is racism morally wrong? What do psychological studies show about our racist tendencies? Does affirmative action provide a morally acceptable way of achieving racial justice? What race is a mixed race person? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2005 Philosophy of Religion (4 Credits)**

What is God? Can God be known or is faith precisely a relationship to something that cannot be known in the ordinary sense? What is the relationship between God and morality? Between God and science? Is it more reasonable to believe that your religion is the only path to God or more reasonable to believe that God is manifest in many ways across different cultures? Is it reasonable to believe in God at all? If it is reasonable to believe in God, what are the reasons? And if believing in God is not based on reasons in the ordinary sense, are there philosophical grounds for believing in God anyway? This course takes a "God friendly" approach to philosophical questions about religion, setting out to investigate ontological and epistemological questions about belief-in-God toward the goal of understanding different ways that philosophers over the years have philosophically gone about developing, upholding, and talking about relationship with God. The course includes consideration of philosophers from analytic and continental traditions, from American and European schools of thought, from ancient, medieval, modern and post-modern traditions, and from Greek, Islamic, Jewish, and Christian traditions. Thinkers to be addressed include Pascal, Anselm, Plantinga, Van Inwagen, Hick, Hume, Descartes, Spinoza, Plato, Aristotle, Ibn Tufayl, Averroes, Maimonides, James, Levinas, Marion, Badiou, Rosenzweig, Aquinas, Buber, Cohen, Mill, Lycan, Kant, Wittgenstein, Kierkegaard, and Kafka. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGs 2005.

**PHIL 2007 Philosophy and Video Games (4 Credits)**

Traditional and novel metaphysical, ethical, political, and aesthetic issues both arising within video games and posed by this still developing medium. No prerequisites. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with JUST 2008, COMN 2008, RLGs 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2010 Existentialism (4 Credits)**

Philosophical, religious, literary and psychological views of the existentialists including Kierkegaard, Sartre, and Camus. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2014 Religious Existentialism: Christian and Jewish (4 Credits)**

Existentialism focuses on the human experience of living, often with a focus on the sheer freedom of the human condition. Religious existentialism subtly modifies this picture through its own vision of human freedom as the ultimate encounter between the human subject and God (with 'God' understood in various ways). The religious existentialist in this sense philosophically explores that which is most-fully-human as a moment of relation and encounter between self and that which is beyond self. Starting with Sartre's non-religious statement of existentialism in *Existentialism is a Humanism* (1946), we go on to examine the Christian and Jewish existentialisms of Kierkegaard (1813-1855), Tillich (1886-1965), Buber (1878-1965), and Heschel (1907-1972). In the course of our reflections, we compare non-religious with religious approaches to basic questions about self, God and world, and we consider the relationship between Christian and Jewish existentialist approaches to these questions. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with RLGs 2014 and JUST 2014.

**PHIL 2025 Coexistence (4 Credits)**

Building skills for ethical, emotionally-intelligent, and equity-minded encounter, this course is about facing neighbors responsively, responsibly, and non-violently—even when our values clash, and even as we work to defeat each other in the voting booth. Exploring new civic modes of “dialogue across difference” and serving as an antidote to polarization and rising tides of hate, the course invites students to consider new ways of holding onto their own views, values, and identities without erasing others—but also without necessarily embracing or being embraced by them. And it does so while helping them understand and utilize “phenomenology,” a philosophical method for assessing “lived feels” in complex relation to human meaning-making in a range of personal, professional, and political contexts. Focused in particular on interhuman coexistence, the course attends to the three-fold human cord of “our structures, our neighbors, and our selves.” It invites students to navigate between structural equity, interpersonal ethics, and personal authenticity. And it equips students to consider the “feels,” “flavors,” and “temperatures” of different coexistence strategies: from the lukewarm framework of tolerance to the warm embrace of friendship to the complicated contours of responsibility-without-friendship in such thinkers as BIPOC thought-leader Martin Luther King, Jr, philosopher and Holocaust Survivor Emmanuel Levinas, and political theorist Karl Marx. Helping students consider what sorts of coexistence goals are most and least appropriate for different contexts and why, the course asks questions like: When it comes to opponents, should we be aiming to befriend them or is it sometimes OK to set the bar lower? Should we try to “find common ground” or is it sometimes OK to “agree to disagree”? Is bridge-building always the best goal, or do we sometimes need to learn to live alongside one another without violence but also without bridges? Drawing on an inclusive reading list of BIPOC, Jewish, Islamic, Christian, African, Indigenous, and Japanese traditions, the course delves into Ubuntu principles of coexistence alongside Aztec principles of selfhood, BIPOC principles of justice alongside spiritual and atheist existentialisms, Queer Chicana feminism alongside the practice of Kintsugi, spiritual calls to love alongside political calls to respect, multicultural calls to recognition alongside social justice critiques of such calls, philosophical traditions of friendship alongside critiques of civility, and ancient wisdom traditions hand-in-hand with popular contemporary insights from Brené Brown’s work on vulnerability and Harvard’s near-century-long study of happiness. The course also explores the dangers of Islamophobia and Antisemitism; includes a visit to the campus’ Holocaust Memorial Social Action Site inspired by “radical ethics”; considers new modes of activism; and invites participants into a “Belonging and Expression” framework for navigating possibilities and tensions in important joint calls to social justice and freedom of expression. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is crosslisted with PHIL and JUST.

**PHIL 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, “negritude,” “the wandering Jew,” and “otherness” by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman’s work on the “Jew’s Body” and “Jewish Self-Hatred,” Bernasconi’s work on the phenomenology of race, and discourses of “Other-as-disease” in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course is cross-listed with JUST 2026 and RLGS 2026. This course counts for the AI:Society requirement.

**PHIL 2050 Jewish Philosophy (4 Credits)**

This course sets out to explore the self and the sacred in Jewish tradition by exploring the nature of faith and reason, the call to ethical response, and the meaning of divine revelation in multiple Jewish philosophical voices across the ages, including Philo, Saadya, Halevi, Maimonides, Soloveitchik, Buber, Rosenzweig, and Levinas. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2050.

**PHIL 2100 Philosophy of Mind (4 Credits)**

Topics include nature of persons, consciousness, criteria of personal identity, the relation between mental and physical, and the role of neuroscience in the study of the mind—epistemological and ethical. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2101 Philosophy of Language (4 Credits)**

What do linguistic expressions mean, and how do we use them to communicate? What value judgments are embedded in linguistic practice? In our study of it? How can logical tools illuminate language? What are the limitations of formalism for modeling meaning and language? How might tools in philosophy of language need to be revised in light of investigating oppression and injustice in linguistic communication? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2110 Classical Greek Philosophy (4 Credits)**

The philosophical thought of classical Greece that developed between about 500 and 300 BCE is the basis of all subsequent European philosophy and, arguably, of European culture itself. Besides its indisputable historical importance, it is also rich in ideas and insights that are as striking and relevant today as they were over 2000 years ago. This course serves as an introduction to this seminal period of philosophy, its historical and cultural context, and in fact, to philosophy itself. In the course, we focus primarily on the teachings of Socrates, the dialogues of his student Plato, and the writings of Plato’s student Aristotle. In addition, we begin by considering the cultural and intellectual context, including the Homeric epics and the tragedies, that enabled such thinkers to arise and concludes with a brief look at the paths Greek philosophy took after the “Golden Age of Greece” has passed. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2111 Greek Moral Philosophy (4 Credits)**

In this course we examine the “Good Life” in the writings of Plato, Aristotle, Epictetus and Lucretius and in selected Greek drama. Questions to be explored are as follows: What is justice? Why should I lead a just life? What is friendship? What is happiness? This course counts toward the Analytical Inquiry: Society and Culture requirement.



**PHIL 2120 Nature & Limits of Human Knowledge (4 Credits)**

A study of both traditional and contemporary answers to the following questions: What is knowledge? How do we acquire it? What is the extent of our knowledge? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2130 Philosophy of Early Modern Age (4 Credits)**

Problems of reason and experience, mechanistic view of human beings, new interpretations of mind from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2140 Kant to Nietzsche (4 Credits)**

German idealism; human beings as self-consciousness; counter-concept of alienated existence; Kant, Hegel, Kierkegaard, Marx, Nietzsche. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2144 20th-Century Philosophy (4 Credits)**

A general overview of prominent 20th-century philosophers and philosophical movements. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2145 Between Deleuze and Foucault (4 Credits)**

Gilles Deleuze and Michel Foucault are widely accepted to be central figures of post-war French philosophy. Philosophers, cultural theorists, and others have devoted considerable effort to the critical examination of the work of each of these thinkers, but despite the strong biographical and philosophical connection between Foucault and Deleuze, very little has been done to explore the relationship between them. This course addresses the critical deficit by providing rigorous comparative discussions of the work of these two philosophers. The relationship between Foucault and Deleuze, however, is as strong as it is disparate: it is perhaps best described as a parallelism. As Deleuze says, "I never worked with Foucault. But I do think there are a lot of parallels between our work (with Guattari) and his, although they are, as it were, held at a distance because of our widely differing methods and even our objectives." While the two were drawn together through their novel readings of Nietzsche, their commitment to a non-teleological theory of history, their activism in contemporary politics (with prisons, '68, Palestine, etc.), their return to the stoics, and a theory of the event, Deleuze and Foucault were often decisively divided in their methods and motivations. Through primary and secondary readings, this course focuses on the similarities and differences in between these two thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2150 Philosophy of Law (4 Credits)**

Principles, aims and methods of legal reasoning (judicial decision making); relationship between legal and moral reasoning. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2180 Ethics (4 Credits)**

Alternative theories of morals and values, ethical problems and solutions offered by classical and contemporary thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2181 Aesthetics & Philosophy of Art (4 Credits)**

Although critical reflection about art goes back at least to Plato, developments both in modern philosophy and in the arts themselves have produced an unprecedented, intense, and ongoing dialogue between artists and philosophers that has deeply affected the practices of both. Just as modern philosophers have come to view the arts as vitally important ways of experiencing and knowing, so modern artists have drawn heavily on philosophical ideas and views in creating their own works. The focus of this course is on some of the major ways in which new developments in the arts have influenced philosophical thought and have, in turn, been influenced by it. In particular, we consider some of the most representative artworks (many contemporary) that have raised the question, "Why is this art?" together with the major philosophical and critical theories that have attempted to respond to this question. Besides discussing specific works of art, we read and discuss some of the major statements and theories about them by both classical and contemporary philosophers, art historians and critics, and the artists themselves. This course is of interest both to students of philosophy wishing to explore contemporary developments in the arts as well as to art and art history students interested in a deeper understanding of the philosophical views that underlie so much modern and contemporary art. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2182 The Making of the Modern World: Science, Art, and Philosophy (4 Credits)**

A combined on-campus/travel course exploring the ways in which the complex interactions among science, the arts, and philosophy served to create and define the 'modern world.' This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2186 Feminist Ethics: Justice and Care (4 Credits)**

In the late 1950's psychologists began to theorize a notion of human moral development and they created instruments with which to measure such development. By the 1970's there were claims that even well-educated women were—on average—stunted in their moral competence according to these measures. Once a sufficient number of women were engaged in moral theory in both psychology and philosophy, they began to diagnose these theories and instruments as prejudiced by what we would today call 'white, cisgender, male privilege.' The scales were centering a detached notion of justice and equality for all, whereas researchers found that women centered notions of care and engaged in relational (rather than detached) thinking when asked ethical questions. Thus, was born the discipline of Feminist Ethics. While many women (and some men) celebrated the alternative 'ethics of care' over an 'ethics of justice,' others worried that these women had been harmed by their male dominated society and were showing signs of a 'slave mentality' in their moral reasoning that was to be overcome and not celebrated. Predictably (in hindsight), women of color complained that their perspective was not taken into account by these 'caring' white female professors. In this class we will look at this conversation as it unfolded. In the process we will evaluate these theories from a philosophical perspective and see which parts seem most helpful for thinking about current ethical issues. Many or all of the readings were probably written before you were born. In fact, there is very little philosophical literature that labels itself 'feminist ethics' or 'ethics of care' that was written in the 21st century. We will ponder why this is the case. Are these ideas outdated, or have they been sufficiently incorporated into mainstream academic thinking that they no longer wear the label of marginalization? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2200 Social & Political Philosophy (4 Credits)**

Topics covered include the relation of the "social" to the "political," the nature and role of political ideology, issues in democracy and globalization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2260 Philosophical Perspectives on Perception and Reality (4 Credits)**

An examination of the theoretical hypothesis that our perceptions match up with, and therefore give us information about, an external and independent reality (what we call "the physical world"). In order to engage this issue, we look at the philosophical explorations of a number of historical figures in the Western philosophical tradition. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2401 Social Justice in a Global Context: Theory and Practice (4 Credits)**

Theories of social justice, beginning with the ancient Hebrews and Greeks and running up through the modern era. The religious sources of these ideas, drawn primarily from the monotheistic faiths of Judaism, Christianity, and Islam, are profiled. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2402 London and Paris: Medieval to Postmodern (4 Credits)**

This is a 3-week summer session course involving one week on campus and two weeks travel to London and Paris. It traces the development of philosophical ideas, politics, social institutions, architecture, and the visual arts from the Middle Ages to the present as they occurred in these two major capitals. Its approach is both historical and comparative and emphasizes understanding and interpreting the contemporary experience of these cities in light of their shared as well as divergent historical paths. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2555 The Philosophy of Technology (4 Credits)**

Serious thought about technology commences with the beginnings of philosophy itself, although it becomes an urgent theme and explicit field of philosophical inquiry only in the 20th century. This course will approach the theme of technology from five perspectives: (1) Historical: How did technology arise as a philosophical concern and how did the development of technology influence thought about it? (2) Metaphysical: What role does technology play in our understanding of 'reality'? Is technology one element among others in what we take to be 'real,' or does it determine our views of 'reality'? (3) Epistemological: What is the relation between science and technology? Is technology a result or application of 'scientific knowledge,' or does technology govern or drive science itself? (4) Ethical/Political: In what ways does technology influence and/or challenge our views about what is 'valuable' about our individual and collective ways of living? Is the development of technology something to be embraced or rejected/limited with respect to human values and aspirations? (5) 'Futurist': Can the 'digital revolution' be understood as continuous with the history of technology itself or does it represent some new metamorphosis of both what it means to be 'human' and of 'reality' itself? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2700 Biomedical Ethics (4 Credits)**

Discussion of some of the most pressing ethical issues engaged by contemporary developments in biology and medicine. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2770 Philosophy of Science (4 Credits)**

This course provides an introduction to some major topics in the philosophy of science focusing on issues concerning what science is and how it works, the scientific method, the objectivity of science and the goal of science. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2005 Philosophy of Religion (4 Credits)**

What is God? Can God be known or is faith precisely a relationship to something that cannot be known in the ordinary sense? What is the relationship between God and morality? Between God and science? Is it more reasonable to believe that your religion is the only path to God or more reasonable to believe that God is manifest in many ways across different cultures? Is it reasonable to believe in God at all? If it is reasonable to believe in God, what are the reasons? And if believing in God is not based on reasons in the ordinary sense, are there philosophical grounds for believing in God anyway? This course takes a "God friendly" approach to philosophical questions about religion, setting out to investigate ontological and epistemological questions about belief-in-God toward the goal of understanding different ways that philosophers over the years have philosophically gone about developing, upholding, and talking about relationship with God. The course includes consideration of philosophers from analytic and continental traditions, from American and European schools of thought, from ancient, medieval, modern and post-modern traditions, and from Greek, Islamic, Jewish, and Christian traditions. Thinkers to be addressed include Pascal, Anselm, Plantinga, Van Inwagen, Hick, Hume, Descartes, Spinoza, Plato, Aristotle, Ibn Tufayl, Averroes, Maimonides, James, Levinas, Marion, Badiou, Rosenzweig, Aquinas, Buber, Cohen, Mill, Lycan, Kant, Wittgenstein, Kierkegaard, and Kafka. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with PHIL 2005.

**RLGS 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, COMN 2008, JUST 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that "Jews earn like Episcopalians, and vote like Puerto Ricans." This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with JUST 2012.

**RLGS 2014 Religious Existentialism: Christian and Jewish (4 Credits)**

Existentialism focuses on the human experience of living, often with a focus on the sheer freedom of the human condition. Religious existentialism subtly modifies this picture through its own vision of human freedom as the ultimate encounter between the human subject and God (with 'God' understood in various ways). The religious existentialist in this sense philosophically explores that which is most-fully-human as a moment of relation and encounter between self and that which is beyond self. Starting with Sartre's non-religious statement of existentialism in *Existentialism is a Humanism* (1946), we go on to examine the Christian and Jewish existentialisms of Kierkegaard (1813-1855), Tillich (1886-1965), Buber (1878-1965), and Heschel (1907-1972). In the course of our reflections, we compare non-religious with religious approaches to basic questions about self, God and world, and we consider the relationship between Christian and Jewish existentialist approaches to these questions. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with PHIL 2014 and JUST 2014.

**RLGS 2022 Religion and Empire (4 Credits)**

The course will explore in both a past and present context how religious forms, traditions, and practices are integrally bound up with the rise and fall of empires. It will also explore from a theoretical standpoint certain social, political, and economic factors that explain the development and historical persistence of imperial governance as well as the role of religion in both preserving and undermining empire. It will also touch on the phenomenon of "religious nationalism" in these processes. Specific empires to be studied include the Roman empire, the "Holy Roman empire", Islamic empires, the British and American empires (including what has come to be known as "neoliberalism"). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2025 Race, Social Justice, and Religion in the US Public Square (4 Credits)**

The US public square is a fundamental aspect of civic engagement and identity construction. This course uses the lenses of race and social justice to explore how religious expression impacts the cultural, social, political, and personal narratives/discourses that comprise the modern public square. We will consider public spaces in the context of anti-Asian and anti-Black racism as well as Islamophobia and the intersectional privileges and prejudices these communities negotiate. Issues such as immigration, borders, racialization, entrenched beliefs and traditions dovetailing with structural racism in the American context will be discussed each through video modules from the Interfaith Youth Core along with supplemental readings. By centering the lived practices and discourses through which access and agency is forged within public spaces (material and virtual), I want students to learn how they are both participants in and makers of these spaces. This course asks students to interrogate the ways in which their personal identities intersectionally determine how public spaces are constructed, which public spaces we enter, and how we participate in those spaces. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, “negritude,” “the wandering Jew,” and “otherness” by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman’s work on the “Jew’s Body” and “Jewish Self-Hatred,” Bernasconi’s work on the phenomenology of race, and discourses of “Other-as-disease” in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with JUST-2026 and PHIL-2026.

**RLGS 2102 Judaism, Christianity & Islam (4 Credits)**

This course introduces students to the three major monotheistic religious traditions: Judaism, Christianity, and Islam. In the process of tracing the long and rich histories of Judaism, Christianity, and Islam, we examine the beliefs and practices that became central and definitive for Jews, Christians, and Muslims. We begin with the ancient heritage of each religion (scriptures, founders, early institutions). Then we explore how these foundational traditions were preserved and re-invigorated in response to centuries of social change and critical moments of political upheaval. Most significant, in this regard, is the Jewish, Christian, and Muslim encounter with their respective holy Scriptures—as generation after generation of adherents have attempted to understand the revealed words of God, to proclaim their continual relevance for all places and all times and to inscribe them upon their bodies and hearts through prayer, worship, and daily life. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2103 Religions of China & Japan (4 Credits)**

This is an introduction of some of the major East Asian religious and ethical traditions, focusing on Buddhism, Confucianism, Daoism, and Shinto. By examining both translations of sacred texts as well as scholarly analyses, we explore the basic ideas, practices, and historical development of these varied and interconnected traditions. Special attention is paid to how people incorporate East Asian religious and ethical ideas and beliefs into contemporary life and how gender shapes the experience of religion. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2104 The Bible as Literature (4 Credits)**

The Bible has been one of the most important works in all of Western society. In this course we read the Bible as a masterpiece of literature. Rather than focusing on theological questions about this work as inspired scripture, we instead focus on its rich literary qualities and explore some ways in which these stories have influenced modern society. Reading select passages, we discuss its literary genres, forms, symbols and motifs, many of which are important in literature today. Of the latter, we encounter stories of creation and hero tales, parables, apocalyptic literature, and themes of paradise and the loss of Eden, wilderness, covenant, and the promised land. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2104 and JUST 2104.

**RLGS 2106 Religious and Social Justice in Vienna (4 Credits)**

This special travel course provides an opportunity for students to learn how certain major religions are globally engaged in the promotion of social justice through humanitarian relief work and cultural exchanges. In addition to a brief survey of the historical relationship between the beliefs, teachings, and social practices of the major Western traditions, the course offers hands-on experience and interaction with Jewish, Catholic, and Protestant relief agencies as well as other non-governmental organizations in Vienna, Austria, which has become the international center for UN-directed human services and humanitarian relief efforts as well as global headquarters for leading NGOs. Students discover how the culture, history, and geography of Vienna have nurtured the vast global human services “economy” to which these religious organizations contribute and which are built around the work of the United Nations. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2108 Islam in the United States (4 Credits)**

A historical introduction to the presence of Islam and Muslims in the United States, from an examination of the first Muslims in North America, to the substantive influence of the minority Indian evangelical Ahmadiyya movement, to Islam in African American communities. Also examines contemporary Muslim communities in the U.S. and the ways in which ritual and faith are today developing with “American” accents. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2109 Religions of Tibet (4 Credits)**

This course explores the religious terrain of Tibet by looking at the historical and cultural development of the four main Tibetan Buddhist traditions: Nyingma, Sakya, Kagyu and Geluk, as well as the indigenous religion called Bon. Topics include the sacred landscape of Tibet; key doctrinal features; cultural artifacts like sacred biographies, art, and poetry; the 20th-century spread of Tibetan Buddhism from the Himalayas to North American communities; the future of Tibetan Buddhism in exile; and China and the West. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2110 Buddhism in the U.S.A. (4 Credits)**

Exploration of different viewpoints on complex issues related to the assimilation, acculturation and reinvention of Asian Buddhist traditions both locally and globally in the past 150 years. Students consider the “two-way traffic” between recent developments in various traditions of newly Americanized Buddhism and their respective cultures of origin through the processes of globalization and transnationalism. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2111 Islam and United States Politics (4 Credits)**

This course offers students a historically grounded introduction to the relationship(s) between Islam and United States politics. Students consider the role played by Islam and Muslims in early American political thought, Americans' relationships with Muslims abroad and at home, as well as evangelization efforts. It examines the impacts of the Nation of Islam, the Cold War, Iranian Revolution and Gulf War I, as well as of the September 11 terror attacks, the Iraq and Afghanistan wars, the 2006 and 2008 elections, and concludes by reflecting on the 2012 election and suggesting how Islam might impact U.S. politics over the next decade. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2112 Major Islamic Thinkers 1900s-2000s (4 Credits)**

This course offers students a substantive introduction to major Islamic thinkers of the 20th and 21st centuries. Starting with Abu `Ala Maududi, whose work on Qur'anic interpretation and the meaning of jihad laid the groundwork for new waves of radical activism in the modern Muslim world, this course exposes students to the works of "movers and shakers" like Sayyid Qutb and Ayotollah Ruhollah Khomeini. Students engage these thinkers through a mix of primary and secondary sources, developing a sense of context as they work through their arguments. The course continues with some of the major later 20th-century Islamic thinkers active in Muslim-minority spaces, focusing on Bosnian Grand Mufti Mustafa Ceric and the Moroccan-French scholar Mohammed Arkoun. It concludes by looking at two major figures of the early 21st century, noting how they blend intellectual and political activism: Iranian cleric Mohsen Kadivar and American scholar Amina Wadud. Throughout the course, student groups present on various contemporary issues, helping them develop presentation and writing skills while allowing them to apply course knowledge to real-world issues. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2114 Roots of Yoga and Tantra: Methodologies and Modern Practice (4 Credits)**

This class will explore the pluralistic origins of yoga and tantra both within South Asia and a global context, the relationship between yoga (union, control) and tantra (ritual/material technologies), how they function as a ritual/spiritual practices, and conclude by examining how yoga and tantra have become popular, transnational phenomena. The first half of the class focuses on the history of yogic/tantric traditions, texts, and communities while the second is devoted to study of the the guru/śiṣya (teacher/student) relationship as the foundation of modern yoga. Some of the issues we will engage include different conceptions of the human self, how and why particular cultural and religious practices cross geographical and cultural boundaries, the role of the guru, and secularization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2115 Common Figures in the Bible and Qur'an (4 Credits)**

This course offers students a thematic introduction to the key common figures in the Bible and Qur'an, focusing on the major prophets, from Adam to Jesus, as well as Eve and Mary. Grounded in the primary source texts while exposing students to classic and contemporary scholarly work on these figures, it concludes with a look at the figure of God in the two scriptures. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2116 American Mythology (4 Credits)**

Myths convey social and moral values. Myths, moreover, serve as conceptual models for society and furnish "symbolic articulation of the social patterns" of a given society. In this class, students will establish clear connections between social order and the myths that sustain it, against the view that myths are merely imaginary, misguided perceptions of reality with little social value. In this course, you will need to ask yourself, "How do each of these myths translate into social behavior? In other words, how have these myths been acted out historically and how are they "performed" today? The United States of America has always had a strong, mythic sense of identity, mission, and destiny. It is worthwhile to reflect for a semester on how the "idea of America" has taken shape and is continuing to evolve and diversify. Robert Bellah introduced the influential concept of an American "civil religion"—a secular myth of America. In addition, we must understand that America is the result of contact between at least three different groups of people: Native Americans, Europeans, and Africans. The functional equivalents of creed, scripture, prophets and religious mission are seen in the Declaration of Independence, the Founding Fathers and Manifest Destiny. Concepts of freedom, the pursuit of life, liberty, and happiness, democracy, and the right to bear arms flow from these myths. Beyond the notion of a master myth of America, we will discover that there are other myths of America that are themselves proper objects of study. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2117 Religions of India (4 Credits)**

This course introduces students to the religions of India, which include Jainism, Buddhism, Islam, Sikhism, Christianity, Judaism, and Hinduism. These religious traditions are distinct but always in dialogue and often in competition with one another. Students will explore how different religious communities intersect and overlap in different contexts and historical periods, including in religious spaces: temples, monasteries, pilgrimages sites, and sacred spaces. Students will learn about histories, rituals, and literature, with a focus on lived religions, past and present. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2118 "Women as the Gateway to Hell": Gender and Identity in South Asia (4 Credits)**

This course explores the role of women in public and private spaces in South Asia through the lens of religious praxis and belief. We will explore the ways in which Hindu, Jain, Buddhist, Sikh, Muslim, Christian, and Adivasi (indigenous) traditions have portrayed the role of women in scripture and consider these textual proscriptions and descriptions in the context of the lived experience of these belief systems. The primary aim of the course is to expose students to the complex relationship between the deified "feminine" and the construction of gender within modern South Asia. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**RLGS 2119 Caste, Race and Colonialism (4 Credits)**

This course explores intersections of social, political, and personal structures that shape the various identities we hold. We have chosen three categories: caste, race, and colonialism, to showcase how identities emerge as unique intersectional sites of contestation and negotiation between individual difference, historical context for how to understand that difference, and the ways social/political structures valorize difference. To foreground lived experience in the construction of identity, our course will draw on a number of resources including: blogs, opinion pieces, podcasts, peer-reviewed articles, selections from books, documentaries and film, and social media both within and outside the US. The goal of this course is to encourage students to consider how “identity” and “privilege” are contingent terms that operate on multiple levels (e.g. personal, social, and political) and help uncover the networks of vulnerability, power, and access/accessibility that inform identity. Furthermore, we invite students to engage with these terms through practical assessments (e.g. producing a podcast) in order for them to “see” how they both produce and are “produced” by the various public squares in which they participate. Students will deconstruct the categories of caste, race, and colonialism in the context of socio-political and cultural structures (e.g. religion, gender identity, ability, political beliefs, etc.) We ask students to consider the following questions: In what ways, do these categories shape our personal and public identities? How do these categories work within contemporary public and private spaces? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2202 New Testament (4 Credits)**

This course takes a multifaceted approach (historical, literary, and critical) to the writings that comprise the Christian New Testament. The New Testament are read as a collection of primary documents that chronicle the primitive Church’s slow and often painful process of self-definition. In these writings it is possible to discern the tension that arose because of the strong religious and cultural ties early Christianity maintained with Palestinian Judaism, from which it emerged as a sectarian or reform movement. The careful reader also finds evidence of the new religion’s encounter with the Greco-Roman world from whose variegated ethos and culture it borrowed considerably on the way to becoming an important religious force in the first century. In exploring the New Testament, then, we attempt to recover something of the sense of what it meant to be a Christian in New Testament times. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2202.

**RLGS 2205 Women, Gender, and the Bible (4 Credits)**

From Eve to Mary Magdalene, women play essential roles in biblical texts. While many courses, books, and Bible studies focus primarily on men, this course will focus women included in biblical and apocryphal texts as well as the way the Bible has been used to regulate gender in society, leadership, churches, and homes. Feminist and womanist biblical criticism will be used throughout this course, as will a focus on gender critical readings. Through critical reading and reflection on both primary texts and secondary texts, students will form their own views of the representations of female characters, named and unnamed, in the Bible. Additionally, students will ponder the ways that these texts still affect women today. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2250 Introduction to African American Religions (4 Credits)**

This course will explore the nature and the meaning of black religion. We will examine the historical development of African American religion in the United States and explore diverse African American religious groups, such as the Nation of Islam, the Moorish Science Temple of America, Black Jews of Harlem, and others. Specific attention is given to the ways in which African American religious groups have developed in North America, especially the United States and the Caribbean, during slavery and beyond. The course will have three sections. First, we will attempt to define religion in the larger context of religious studies. Second, we will investigate how black religions and black religious scholars deploy Africa as a deep symbol. Finally, we will survey the historical and theological development of a variety of black religions that have been influential in North America. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with MUAC 2251.

**RLGS 2301 American Indian Religion (4 Credits)**

This course will provide an overview of the religious beliefs and practices, histories, cultures, and contemporary lives of the Native American communities in the Rocky Mountains (Ute) as well as those commonly referred to as the “Great Plains Indians” (primarily the Blackfoot, Cheyenne, Sioux, and Crow). Made up of thirty different tribes with seven different language groups, Plains Indians constitute a diverse range of languages, customs, social structures, and religious beliefs. As we learn about the various worldviews and lifeways of Rocky Mountain and Plains Indians peoples, we will also explore the relationships between religion and culture, religion and society, religion and land, and religion and conflict. We will watch several films covering a variety of Native American issues. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2303 Lived Religions (4 Credits)**

The concept of “lived religions” has become prominent in religious studies since the 2000’s. While people may think of religions as sets of sacred writings, rules, and rituals, the “lived religions” approach focuses on the ways that people incorporate religion into their activities. The approach is new enough that scholars have not yet come to full agreement on what the term “lived religions” should include and what it implies about religions and how to study them. The course will make room, therefore, to debate the advantages and drawbacks of studying religions through the ways people use religion to shape their life. Students will examine examples of how people live their religion and trace the relationships of these practices to religious teachings and ideas. This effort will involve asking a variety of questions. How closely are religious practices related to teachings and ideas? Does a specific religion put greater emphasis on engaging in specific activities or on agreeing with particular teachings? If people’s behavior does not fit with a religion’s teachings but the people still consider it to be related to key aspects of religion, does it count as religious? Or have these people moved away from religion into a practice that is spiritually meaningful but not religious? Or is spirituality something even more sharply different from religion? Or is spirituality also part of religion? If we look closely at how people in a religious tradition live, what do we see that we would not notice if we were looking at the religion as only a system of beliefs? For instance, does the sense of time of people who adhere to the religion’s calendar of remembrances differ from the sense of time of people who do not? And what specifically would we do to learn about religion, if we concentrate on people’s actions? In opening up such inquiries students will learn both about studying religions and about major facets of religious traditions. The course will require reading and successful completion of tests. Visits to off-campus sites and completion of reports on site visits will facilitate learning through encounter and participation. Students will also undertake a project using concepts from the course to imagine and interpret lived religion in behaviors or in aspects of the physical or social world. The religions, practices, and sites for study, observation, and interpretation—as well as the assignments—may vary each time the course is offered. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2310 World Christianities (4 Credits)**

This class will be an exploration of the variety of Christian expressions that have developed around the globe. As Christianity has spread through conquest, missionary work, immigration, trade, and other means, new converts and their offspring have had to reconcile Christian doctrines, rituals, and ethics with the beliefs and practices of their own cultures. This has led to what some scholars have referred to variously as mixing, syncretism, hybridity, creolization, contextualization and/or enculturation. This class, while considering the value of these terms, will, however, take the following as it’s foundational perspective: from the early Christian community to contemporary denominational specificity, all forms of Christianity have emerged as a result of cultural contextualization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2401 Social Justice in a Global Context: Theory and Practice (4 Credits)**

Theories of social justice, beginning with the ancient Hebrews and Greeks and running up through the modern era. The religious sources of these ideas, drawn primarily from the monotheistic faiths of Judaism, Christianity, and Islam, are profiled. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2501 Islam on Film (4 Credits)**

This course uses the medium of film to introduce students to the history, faith, practice, culture(s), and politics of Islam. Focusing on feature films and documentaries, it employs film to open up a broad spectrum of questions relating to personal piety, gender equity, generational conflicts, social class, governmental repression, and ritual practice. Proceeding thematically along a broad historical frame, the course focuses on the late twentieth and early twenty-first centuries, presenting a balanced picture of life in Muslim-majority and Muslim-minority countries and highlighting the complex picture of Muslim life today. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2600 Religion and Popular Culture (4 Credits)**

Although religion and popular culture are often seen as separate conceptual spheres—the former dealing with the “sacred” and the latter with the “profane”—these two spheres are deeply intertwined and shape one another. Religion often expresses itself in popular culture through the arts and various forms of media, while popular religion frequently expresses itself through religious memes and other representations. This course will explore the complex relationship between religion and popular culture. By studying film, comics, music, tattooing, and other cultural products, we will discover how beliefs, ideals, practices, institutions from various religious traditions shape popular culture and how symbols that are embedded in popular culture shape religious traditions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 1416 Introduction to Russian Culture: The Wondrous and the Supernatural (4 Credits)**

How do we explain the enchanting and mysterious world of Russian Culture? How have Russians imagined their world and themselves? To answer these questions, we will examine the various manifestations of the wondrous and the supernatural in Russian art. We will begin by reading Russian fairy tales to learn about the people’s folk beliefs and their Eastern Orthodox faith. We will then trace the Russian fantastic tradition by studying the works of nineteenth- and twentieth-century writers who wrestled to explain the marvelous and the demonic myths at the foundation of Russian culture. We will focus our attention on Russia’s cultural capitals St. Petersburg and Moscow and discuss how supernatural themes reflected social and historical realities. Authors may include Pushkin, Gogol, Dostoevsky, Bely, and Bulgakov. No knowledge of Russian is necessary; all class discussions, readings, and writing are in English. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 1613 Introduction to Russian Culture and Civilization (4 Credits)**

This course surveys Russia’s cultural past and present—from the beginnings of the Russian state over a thousand years ago through the Soviet Union and, after its disintegration in 1991, to the Russian Federation. The course surveys the various attitudes of Russian thinkers and authors towards the question of national identity and national destiny. Examples of Russian high culture (literature, art, music, ballet, film) and Russian religious faith (Orthodoxy) are discussed alongside daily life and folkloric beliefs. By working across disciplines, students will discover the fascinating cultural interconnectedness of Russian politics, art, faith, and national identity. Knowledge of Russian language and history is not required. The course format consists of lectures, slides, video and audio presentations, as well as whole-class and small-group discussions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 1860 The Russian Short Story (4 Credits)**

This course will introduce students to Russian literature through some of its shorter “masterpieces” of fiction. Students will explore the lives and ideas of some of Russia’s greatest writers, the literary movements of which they were a part, and the broader cultural and historical periods in which they wrote. Students will read and analyze works from the end of the 18th century to the Post-Soviet era, including stories by Pushkin, Gogol, Chekhov, and others. All course materials in English translation. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**RUSS 1922 The Soviet Experiment in Literature and Film (4 Credits)**

Architects of the Soviet experiment claimed to create a radically new type of society and person, superior to all that came before. What were the defining features and founding myths of the Soviet identity, as propagandized by the government? How did this imagined identity clash with realities of life in the USSR? What cultural figures opposed the official discourse, and what artistic modes of resistance did they develop? To explore these questions, we read fiction and poetry by authors central to defining and contesting the Soviet experiment, including Maiakovski, Gladkov, Ginzburg, Pelevin, Dovlatov, and Petrushevskaya, and watch ground-breaking films by Vertov, Tarkovsky, Daneliya and others. All materials are in English. No prior knowledge of Russian literature or culture is required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 2111 Linguistic Politeness and Intercultural Communication (4 Credits)**

In this course, students will explore how American and Russian speakers perceive politeness, and how sociocultural values underlying both cultures affect the speakers’ communicative styles, their performance and perception of speech acts, and expression of emotions. Although this course focuses on Russian, other cultures will also be analyzed, such as German and Polish, and those of students’ heritage. This course will help students to improve their communicative competence and deepen their understanding of some European cultures. The course will be conducted in English. Highly recommended for students planning on studying in Russia, Germany, or Poland. The course format consists of lectures, presentations, as well as class and group discussions. Students who major in Russian may get credit by providing coursework in Russian. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 2116 Russian 19th-Century Novel: Society, Identity, and the Rise of Prose Fiction (4 Credits)**

This course introduces students to classical Russian novels by world-famous authors, including Pushkin, Lermontov, Turgenev, Dostoevsky, and Tolstoy. Students develop an ability to interpret each work with a dual focus on text and context. Students deepen their appreciation of literary texts as works of art through learning to read closely and focusing on literary devices such as the narrator’s voice, plot, structure, and figurative language. Students also learn to relate novels to their historical and cultural context, the better to understand how Russian writers responded to their country’s intractable problems that included a crisis of cultural identity, the injustices of serfdom, and debates about women’s place in society. All readings in English translation. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**RUSS 2461 Russian Science Fiction (4 Credits)**

This course studies the fascinating world of Russian science fiction in the twentieth and twenty-first centuries. Throughout the term, students will examine how Russian and Soviet writers and film-makers reimagined society, science, technology, and space. We will discuss Soviet futuristic utopias, interplanetary voyages, and post-apocalyptic visions. Students will further probe the figure of the alien as a dissident or cultural Other, as Soviet authors grappled with questions of cultural and ideological difference. We will examine how sci-fi writers glorify or critique Soviet society in their visions of space flight, technologically advanced societies, alien worlds, or post-nuclear disasters. Ultimately, we will reflect on the philosophical quandaries that Russian science fiction explores. Works include pre-revolutionary sci-fi texts by Bryusov and Kuprin; Soviet dystopias by Zamiatin and Bulgakov; sci-fi classics by the Strugatsky Brothers; Tarkovsky’s filmic masterpieces; and post-Soviet science fiction by Viktor Pelevin and Sergei Lukyanenko. All readings are in English translation. No prior knowledge of Russian is required. This course fulfills part of the Common Curriculum’s “Ways of Knowing: #Analytical Inquiry: #Society and Culture” requirement. In this class, students will 1) demonstrate the ability to create or interpret the texts, ideas, or artifacts of human culture; 2) identify and analyze the connections between the texts, ideas or cultural artifacts and the human experience and/or perception of the world.

**RUSS 2917 Russian Revolution in Literature and History (4 Credits)**

The course introduces students to the literature, history, and art of the Russian revolution of 1917. Students examine how Russian literature helped pave the way for the revolution and how literature and film helped Russians make sense of the radical transformation of their society. Students gain insight into the reciprocal relationship of art and politics, learning how literature shaped the revolutionary movement and how the revolution inspired new forms of artistic expression. All readings in English translation. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**RUSS 3232 Russian Avant-Garde (4 Credits)**

This interdisciplinary course addresses various manifestations of Russian Modernism and the Russian avant-garde in art, literature, poetry, music, theatre, and film in the late 19th – early 20th century. Its objective is to provide an understanding of the time’s rapid, drastic, and often conflicting cultural and artistic transformations by examining in depth major Russian Modernist works. Students will explore such artistic and literary movements as Symbolism, Cubo-Futurism, Neo-Primitivism, Suprematism, Rayonism, and Constructivism in the context of Russian late Imperial, revolutionary, and early Soviet social, political, and philosophical developments. We will pay special attention to the cultural dialogues between Russia and the West and investigate the aesthetic, erotic, and social utopias of Russian Modernism. The course examines philosophical essays, films, plays, poems, short stories, music, and art created during the period, beginning with the first modernist experimentation of the Silver Age (turn of the century) through the imposition of Socialist Realism in the 1930s. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**SPAN 2300 Iberian Culture & Civilization (4 Credits)**

Intensive study of culture of Spain; manifestations of culture found in history, art, architecture, music, literature, and politics of early and modern Spain. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.



**SPAN 2350 Latin American Culture and Societies (4 Credits)**

An introductory and interdisciplinary course on the political, historical, and cultural dynamics that have shaped Latin America, the Caribbean and U.S. Latinos. An examination of the political and intellectual movements and economic forces embedded in relations of power from pre-Colombian civilizations, colonialism, independence, nation building, and imperialism to the struggle for democracy. Analysis of diverse cultural practices such as literature, music, film, and visual art within a national and transnational context. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.

**SPAN 2400 Latino Cultures in the United States (4 Credits)**

Interdisciplinary study of Latino contemporary issues in the United States incorporating aspects of the distinct socio-historical, political, economic, and cultural dynamics that have contributed to the shaping, development and increasing prominence of Latino communities. Includes an examination of how Latino cultural forms and practices intersect with socio-historical, economic, and political forces as a framework for understanding the Mexicano/Chicano, Puerto Rican, Cuban, Dominican and other Latino communities embedded in the very fabric of what constitutes the United States. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.

**SPAN 2801 Writing, Memory & Terror: Post-Dictatorship Literature of the Southern Cone (4 Credits)**

This course explores the representation of violence, repression and disappearance in the post-dictatorship literature of Argentina, Chile and Uruguay in literature and memorialization projects. Students will examine literary testimony in a variety of genres: narrative, poetry, theatre, and critical essays in their social, political and historical contexts, as well as its manifestations in music and film. We will discuss the role of memory in reconstructing discourses; testimonial literature and the modern and postmodern views of representation and memorialization; and points of convergence between this literature and other survivor testimonial narratives, particularly those of the Shoah. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2802 Afro-Latinos in the US (4 Credits)**

Afro-Latin@s (Afro-Latinos and Afro-Latinas) is a group designation for a community that, until recently, had not tended to call itself, or to have been called, in that way. The group's past, however, demonstrates a sense of tradition and shared social and cultural realities, and the term is increasingly being used in the twenty-first century. Particular to the USA context, as opposed to Latin American countries, is that here the Afro-Latin@ experience has to do with the cross-cultural relation between the Afro and the Latin@, which means most conspicuously the relation between Latin@s and African Americans. It is important, however, not to limit the concept to that connection and recognize the presence of a group that embodies both at once. This class explores the history of Afro-Latin@s in the USA, as well as examples of unique lived experiences of Afro-Latin@ individuals navigating their social identities as they intersect with other Blacks and Latin@s. The identity field linking Black Latin Americans and Latin@s across national and regional lines will remain within focus. The class will be grounded in the analysis and discussion of a variety of texts and artifacts including essays, poetry, narrative, and film. This class will be conducted in English and will not count toward the major or minor in Spanish. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**SPAN 2803 Religion and Violence in Latin America (4 Credits)**

The Spanish and Portuguese imposed Catholicism in the Americas during the conquest and colonization, brutally repressing indigenous religious expression through persecution and forced conversions. While Catholic doctrine officially replaced the polytheism, animism and ancestor worship of indigenous religions, in actuality, the Colonial period saw great diversity in religious practice, as indigenous populations and African slaves developed systems of religious syncretism adapting the Catholic dogma to their beliefs and practices. However, although Latin America is currently home to more than 425 million Catholics –an estimated 40% of the Catholic population worldwide– and the Roman Catholic Church now has a Latin American pope for the first time in its history, the region is far from being religiously homogeneous. Since independence, immigration, politics, and economics have played an important role in effectively changing the religious demography of Latin America. This course will examine religion and violence in Latin America, from pre-Columbian times until 1983, focusing on the relationship between religion and political power. We will explore pre-Columbian religions; the role of religion in the conquest and colonization of the Americas; African religion and slave religious ritual; religious syncretism; religious art; immigration and religion; revolution and religion; and the political implications of Protestantism and Liberation Theology. This course counts toward the Analytical Inquiry: Society and Culture requirement. This class will be conducted in English and will not count toward the major or minor in Spanish.

**SPAN 2804 Latin American Popular Culture (4 Credits)**

This course is an introduction to the study of Latin American popular culture. Basic theoretical notions about the subject will be introduced but the emphasis of the class will be on the discussion of literature analyzing specific situations, events or expressions drawn from various Latin American countries during the nineteenth and twentieth centuries as well as the United States in the twentieth century. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2805 The Sociopolitics of a Majority-Minority Language in the U.S. (4 Credits)**

This course is an introduction and critical exploration of the sociohistorical, sociopolitical and sociolinguistic implications of Spanish as a language of use in local communities across the United States. Because the primary focus of exploration, in this case, is the social and political issues related to Spanish in the U.S., we will focus on its use and representation, rather than on its linguistic representation. Similarly, we will conceive of language—any language—as social action, particularly the ways in which people use language to convey social and political meanings. To achieve such an undertaking, students will be exposed to an interdisciplinary, sociopolitical approach to a language spoken by more than 40 million people in the United States today (American Community Survey, 2020), exploring the complex historical context that makes Spanish the de facto second language spoken locally as well as nationally. Key to this analysis will be the introduction of social constructionism and other critical sociolinguistic notions that explain social categories such as race, language, gender and class as not fixed but rather, socially constructed. In all, this course will explore how Spanish, as a minority-majority language, presents fertile ground for recognizing the social and political implications of language use. Students will engage with the material through course lectures, active discussions, and analyses of real-life examples of Spanish use on the ground. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2806 Latin American Food Landscapes (4 Credits)**

This course focuses on the ways in which Latin American food landscapes—alimentary cultivation, production, purveyance, preparation, and consumption—reveal the complexities of various political, socioeconomic, ecological, and cultural contexts. Students will be challenged to consider the ways in which, throughout the Américas and since the pre-conquest era, diverse food landscapes have often provided marginalized individuals and communities with opportunities to creatively resist policies or prejudices aimed at erasing local food and agricultural practices and preferences. Course lectures and readings are informed by key tenets of global and interdisciplinary food studies and offer students with the opportunity to explore a variety of genres and areas of knowledge. Course topics include the intersections of Latin American Food Landscapes and: notions of freedom, identity, and nationality; gastro-imperialism; culinary arts and seduction; food-related religious and spiritual practices; agroecology & Indigenous epistemologies; agrarian reform & food security activism; urban agriculture; breastfeeding practices and polemics; gastrotourism; cross-cultural food & mountain studies. No knowledge of Spanish is required or expected, although interested students may choose to complete select course readings or assignments in Spanish, Portuguese, and/or Quechua. This course counts toward the Analytical Inquiry: Society and Culture requirement. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2807 Salvador Dalí and His Surrealist Friends (4 Credits)**

This interdisciplinary course is an exploration of Salvador Dalí's Surrealist art and life, focusing particularly on the influence that his early friendships had on his work. Students will analyze surrealist art while also learning about Dalí's fertile artistic collaborations and personal relationships with a select group of artists such as filmmaker Luis Buñuel, writer Federico García Lorca (both intimate friends of Dalí); poets André Breton and Paul Éluard (leading voices in the Surrealist group); Éluard's wife, the enigmatic Gala (who will ultimately become Dalí's wife, muse and business manager); and Sigmund Freud who personally met Dalí and whose ideas about the subconscious became the ideological foundation for this experimental movement. Students will also learn about other Avant-Garde movements such as Dadaism, Ultraism and futurism.

**SPAN 2808 Inventing Latin America (4 Credits)**

In this course we will explore the Idea of Latin America in a broader context of social constructs and social formations using theoretical frameworks from History, Anthropology, Geography and Semiotics. Students in this course will learn and assimilate theoretical tools to identify what a social construct is, how it is built, used, and how it changes. Based on readings focused on specific examples in the history of the mass of land called first new world, first America, west Indies and later, Latin America, we will analyze the ways in which temporal and spatial dimensions are enforced to build these and other concepts that are part of the global process of cultural negotiations. Modernity, traditional, underdeveloped, exotic, "western" or "not western" are part of the vocabulary that informs what has been called "politics of time and politics of space". We will focus specially on the ways the binominal Latino/a and Latin America is used in the context of the multicultural idea of the USA, underlaying the difference in meaning when the term has been employed in the context of national discourses in Latin America. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2900 Introduction to Literary and Cultural Studies (4 Credits)**

Intended as a transition between 2000-level advanced language and cultural courses and 3000-level cultural and literature analysis courses, SPAN 2600 presents students with the opportunity to refine their analytical and interpretive skills, by examining a wide variety of Spanish language texts drawn from the literary cultural milieu of Latin America, Spain, and the United States. Throughout this course, students will acquire and utilize fundamental tools and strategies for contemporary literary and cultural studies in Spanish, including: gender and sexuality studies; race and ethnicity; decolonial thinking; pop culture; nationalism; ideology; and formal elements of interpreting texts. At the end of this course, students should be able to demonstrate relationships between distinct texts of varied media and genre (journalism, essay, short story, autobiography/memoir, historiography, oral tradition, film, photography, the plastic arts, etc.) in the interdisciplinary perspective that characterizes literary and cultural studies in the 21st century. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisites: SPAN 2100 and SPAN 2300 or SPAN 2350.

**THEA 1600 Stagecraft for Theatre (4 Credits)**

Stagecraft introduces students to the basic skills that allow us to realize the art of Theatre. Students will have the chance to learn construction, craft and design skills in the scenic and costume areas that can be applied in advanced Theatre classes, and in everyday life. Theatre technicians and artisans need breadth and problem-solving skills with a wide range of techniques and materials, and an awareness of the performance from all aspects. Having technical awareness makes all students better at what they do. 1. Learn through doing: experience the work of the theatre technician through complex hands-on projects in which the students have opportunities to work as craftsman and artist. 2. Learn and use the fundamental vocabulary and tools of design, as they apply to theatre production. 3. Learn about -and experience creating- following the process that theatre technicians use to create multi-phase artistic projects. 4. Be introduced to the intersection of theatre design and theatre production as we practice it today in the profession- personnel, practices, the collaborative nature of the art form and our industry. 5. Students will learn safety practices, including personal protection equipment, fire code, safe tool handling, and environmental health and safety practices for the beginning artist. 6. Students will learn to use power tools, including saws, sanders, pneumatic tools and hand tools. 7. Students will learn techniques for hand and machine sewing. 8. Students will learn to select materials and techniques to build projects. 9. Students will plan a project from idea to scaled drawing to realizing the project using power and hand tools. 10. Students will learn painting techniques, and plan and execute a multi-step painted surface. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1810 The Process of Theatre: Page to Stage (4 Credits)**

Exploration of the process playwrights, directors, actors, and designers use in creating a theatrical production. Individual sections may focus on single areas only—please see department for current offerings. In this course, students will demonstrate the ability to create or interpret the texts, ideas or artifacts of human culture. They will also identify and analyze the connections between these things and the human experience/perception of the world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1861 Theatre Imagination (4 Credits)**

Beginning exploration of nature of theatricality through exercises and study of specific plays; explore acting, directing, designing and writing. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1862 How to Read a Play (4 Credits)**

Close analysis of selected dramatic texts from Aeschylus to Caryl Churchill. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1880 Fundamentals of Theatre Design (4 Credits)**

The work of the theatre designer is to transform a text into visual and aural expression, by planning and creating the physical environment of a live performance. Students will learn about – and learn appreciation for – theatre design in order to be better theatre artists (and audience members) themselves, through the applied practice of designing a "paper" production, collaboratively with a small team. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2200 Voice for the Actor (4 Credits)**

In this course we learn the art and craft of compelling communication. All speakers are nervous; in this course we develop skills for managing the nerves associated with public speaking as well as learn analytical skills for unearthing and sharing complicated, and uncomplicated, text. We spend a good amount of time and effort diving into vocal training to harness the power of your voice, cultivating clarity and resonance. We explore and play with rhetorical analysis, learning to decode and employ persuasive techniques. We study and embody the intricacies of meaning-making, learning how to craft messages that resonate with authenticity and impact. All public speaking is storytelling and in this class we discover the nuances that captivate audiences and breathe life into narratives. Whether you're stepping onto the stage or addressing a crowd, this course equips you with tools to communicate clearly. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2230 Movement and Voice for Actors (4 Credits)**

Actors often learn movement and vocal training separately, despite the fact that speaking is a physical act and that an actor's voice and body are constantly working in relationship to each other. This course has two main objectives: 1) to train your actor instrument through rigorous physical and vocal training, and 2) to help you understand the essential and dynamic relationship between an actor's breath, body, and voice. You'll explore how physical actor training strengthens and improves the ability to speak while ultimately allowing you to embody a character more successfully. Drawing from many areas of study in movement and voice, you will connect physical and vocal action through a series of exercises and explorations. Specifically, we'll investigate 1) how to prepare your body for performance circumstances and to successfully support your vocal needs, and 2) how your body and voice can work symbiotically during performance to deliver a more powerful, precise, engaging performance. The course will begin with extensive physical and vocal actor training; then we'll apply this training to specific theatrical texts; it will culminate in a collaborative performance that will provide opportunities for both individual and group performances. This work will strengthen stage presence and characterization and will heighten your emotional and physical power and commitment to each moment onstage. By the end of the quarter, if you do the work, you will be vocally and physically transformed, armed with a new approach to moving and speaking onstage. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2870 Acting I (4 Credits)**

Exploration of acting through physical and vocal exercises, followed by scene study. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2880 Scene Design I (4 Credits)**

Exploration of methods, techniques and procedures involved in transforming scenic concepts into actual practice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2881 Lighting Design I (4 Credits)**

Exploration of methods, techniques and procedures involved in transforming lighting concepts into actual practice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2890 Theatre History I (4 Credits)**

This course examines the development of Western theatre and drama from the Ancient Greeks to the 19th-Century, concentrating on the intellectual, social and artistic foundations of theatre and drama. The course is designed to engage theatre from its theatrical, social, cultural, and historical contexts. The lecture-discussion format of this course is intended to foster an active engagement among the students with the theatre and drama of the past. Through in-class readings, discussions of the readings, written assignments, and presentations, students are encouraged to consider the material under investigation from sociohistorical and theatrical perspectives, as well as from the material's relation and relevance to the present. The focus is on theatre and drama representative of the major styles, authors, and genres from Fifth-Century B.C.E. into the early 19th-Century. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2891 Theatre History II (4 Credits)**

This course examines the development of Western theatre and drama from the 19th-Century to the present. Concentrating on the intellectual, social and artistic foundations of theatre and drama, this course is designed to engage theatre from its theatrical, social, cultural, and historical contexts. The lecture-discussion format of this course is intended to foster an active engagement among students with the theatre and drama of the past. Through in-class readings, discussions of the readings, written assignments, and presentations, students are encouraged to consider the material under investigation from sociohistorical and theatrical perspectives, as well as from the material's relation and relevance to the present. The focus is on theatre and drama representative of the major styles, authors, and genres from the 19th-Century to the present. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2893 History of Global Fashion Trends (4 Credits)**

In this course, students will study global fashion trends throughout human history. We will delve into how and why humans choose to cover their bodies, investigate how our contemporary fashion marketplace is affecting the planet at large, and analyze how contemporary artists influence our perceptions of global fashion.

**WRIT 2555 Diverse Rhetorics (4 Credits)**

Rhetoric's origins in classical texts, in the western canon, developed to serve early forms of democracy and civic participation. Despite classical rhetoric's formative impact, plenty of languages and cultures have their own means of persuasion and civic participation. This course introduces ways that rhetoric is practiced in diverse contexts, not as a stable idea, but as an adaptive practice situated in cultures, identities, and languages, bridging writer, audience and purpose. This course starts with classical Western rhetoric, but then explores the varied practices and theories of, for example, African American, Asian, Latinx, Indigenous, and queer rhetorics, to name a few. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**WRIT 2650 Digital Rhetorics (4 Credits)**

Digital media and online spaces have both introduced and challenged how we write and interact. This course covers contemporary theories and genres of rhetorical practice including network literacies, remix and re-appropriation, theories of social media, sonic, visual, procedural and algorithmic rhetorics. This course emphasizes through theory and practice new rhetorical skills including design thinking, multimedia production, iterative composing, and social media engagement. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: WRIT 1122 or permission of instructor.

## Scientific Inquiry: Natural and Physical World Courses

Science and technology play increasing roles in the most profound challenges and the greatest opportunities that we face as global societies. Gaining knowledge of the practice and promise of science is an essential responsibility of each educated citizen. While science provides the most thoroughly tested tools for developing accurate knowledge of nature, developing technologies shape our daily living and provide opportunities to ask questions that were not imaginable by previous generations. Courses provide students with a three-quarter experience that builds knowledge and application of scientific approaches in one core area. The three-quarter format with accompanying laboratories allows in-depth explorations that have significant social implications and that encourage development of reasoning skills and reflective judgment. By working between classroom and laboratory to understand the nature of science in the natural and physical world, students will apply scientific methods, analyze and interpret data, and justify conclusions where evidence is conflicting. Students will also explore the strengths and weaknesses of scientific knowledge and reflect on the connections between the natural sciences, developing technologies and other ways of knowing and constructing human experiences. Students in the BM degree program may choose between eight credits in the Language requirement or eight credits in the Scientific Inquiry: The Natural and Physical World requirement. Students in the BFA meet this requirement through eight credits taken in two sequential courses.

**BIOL 1010 Physiological Systems (4 Credits)**

The second required course in the introductory biology sequence required for students majoring in Biology or another science. Emphasis on physiology and development of plants and animals. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1020 lab section.

**BIOL 1011 Evolution, Heredity and Biodiversity (4 Credits)**

The first required courses in the introductory biology sequence required for students majoring in Biology or another science. Emphasis on evolution, basic genetics and inheritance, and biodiversity. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1021 lab section.

**BIOL 1020 Physiological Systems Lab (1 Credit)**

Exercises and experimentation to complement lecture material. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1010 lecture section.

**BIOL 1021 Evolution, Heredity and Biodiversity Lab (1 Credit)**

Exercises and experimentation to complement lecture material. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1011 lecture section.

**BIOL 1220 Molecules to Humankind I (4 Credits)**

First class in a three-quarter sequence for non-majors that examines the mechanisms that sustain life. Emphasis is placed on understanding the human body at the molecular, cellular and physiological levels. In the fall quarter our discussions start with the atom and basic chemistry. We next consider the properties of complex molecules, including DNA, proteins, carbohydrates and lipids, in order to see how such molecules are used and organized by living organisms. Our discussions of large and complex molecules lead naturally to the basic unit of life, the cell. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1221 Molecules to Humankind II (4 Credits)**

Second class in a three-quarter sequence for non-majors begins with an introduction to the general vertebrate body plan; we emphasize the human body plan but also compare it with other vertebrates. Discussions progress through the major organ and physiological systems of the body, including circulatory, respiratory, excretory, endocrine, nervous, skin, immune, reproductive, gastrointestinal, and skeletal and muscle systems. Discussions concentrate on the organization and function of these systems. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1222 Molecules to Humankind III (4 Credits)**

Third class in a three-quarter sequence focuses for non-majors on cell biology, genetics, and human reproduction and development. After a review of cell structure and function, focusing on how cells are capable of replication with modification, the mechanisms by which information is passed on from one cell to another and from one generation to the next are considered. The second half of the quarter concerns sexual reproduction and early development. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: BIOL 1221.

**BIOL 1260 Sustaining Life I (4 Credits)**

A three-quarter sequence for non-majors examining some important biological mechanisms that sustain life -- and "life" in general! Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world. The first quarter begins with a discussion of the defining characteristics of "life" and the basic mechanisms required to sustain it. The course continues with an overview of biological diversity and ends with a focus on the many important connections between food, human health, and environmental health. The second quarter begins by building a basic understanding of how ecosystems function -- including the interactions among living organisms (including humans) and between these living organisms and their environment. The course continues with focused discussions of issues related to the impact of biological diversity on infectious disease and medicine. The third quarter begins with a focus on the importance of biodiversity to biomedical research, especially related to model systems. It then reviews some of the current threats to biodiversity and concludes by exploring some possible solutions that can give hope for sustaining "life" in the future. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1261 Sustaining Life II (4 Credits)**

A three-quarter sequence for non-majors examining some important biological mechanisms that sustain life -- and "life" in general! Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world. The first quarter begins with a discussion of the defining characteristics of "life" and the basic mechanisms required to sustain it. The course continues with an overview of biological diversity and ends with a focus on the many important connections between food, human health, and environmental health. The second quarter begins by building a basic understanding of how ecosystems function -- including the interactions among living organisms (including humans) and between these living organisms and their environment. The course continues with focused discussions of issues related to the impact of biological diversity on infectious disease and medicine. The third quarter begins with a focus on the importance of biodiversity to biomedical research, especially related to model systems. It then reviews some of the current threats to biodiversity and concludes by exploring some possible solutions that can give hope for sustaining "life" in the future. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1260.

**BIOL 1262 Sustaining Life III (4 Credits)**

A three-quarter sequence for non-majors examining some important biological mechanisms that sustain life -- and "life" in general! Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world. The first quarter begins with a discussion of the defining characteristics of "life" and the basic mechanisms required to sustain it. The course continues with an overview of biological diversity and ends with a focus on the many important connections between food, human health, and environmental health. The second quarter begins by building a basic understanding of how ecosystems function -- including the interactions among living organisms (including humans) and between these living organisms and their environment. The course continues with focused discussions of issues related to the impact of biological diversity on infectious disease and medicine. The third quarter begins with a focus on the importance of biodiversity to biomedical research, especially related to model systems. It then reviews some of the current threats to biodiversity and concludes by exploring some possible solutions that can give hope for sustaining "life" in the future. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1261.



**BIOL 1270 Living in the Microbial World I (4 Credits)**

Students receive an introduction to the world of microbiology, the good, the bad and the ugly. With the help of the press and movie industry, most "human hosts" believe that microorganisms are to be feared, sterilized and/or destroyed. While this is true for a very small number of microbes, the majority is composed of essential and beneficial microorganisms that help the existence of all life on Earth. This first course in the sequence for non-majors is dedicated to raising the awareness of students to the value and need of our unseen partners. Laboratory included. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1271 Living in the Microbial World II (4 Credits)**

For such a small size, microorganisms can have a large impact on our human world. This second course in the sequence for non-majors brings a new perspective to students on the role microorganisms, and their associated diseases, have played in turning the tide of war victories, immigration of a country, world politics and more. We tend to believe that humans alone can control their world but sometimes the mightiest of all are our unseen partners. Laboratory included. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1270.

**BIOL 1272 Living in the Microbial World III (4 Credits)**

In this last course in the sequence for non-majors, students are given an opportunity to challenge their beliefs and understandings of how life came to exist on Earth and the perspective of how humans are the most evolutionarily advanced. Students are guided through time on Earth and examine the development of life and the constant contribution of their unseen partners. Laboratory included. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1271.

**BIOL 2010 General Ecology (4 Credits)**

Topics in ecosystems, population and community ecology, as well as behavioral ecology. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1011 and BIOL 1010. Co-requisite: BIOL 2011.

**BIOL 2011 General Ecology Lab (1 Credit)**

Exercise and experimentation to compliment the lecture. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 2010, and Prerequisite: BIOL 1021 with a minimum grade of D-.

**BIOL 2120 Cell Structure and Function (4 Credits)**

Chemical composition of cells; structure and function of cell organelles; interrelationship of cellular unit with its environment; mechanisms of energy conversion within cells; functions of excitability, contractility and cell growth. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1011. Corequisites: BIOL 2121 lab section and CHEM 1010.

**BIOL 2121 Cell Structure & Function Lab (1 Credit)**

Exercises and experimentation to complement lecture material. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 2120.

**BIOL 2510 General Genetics (4 Credits)**

Mechanisms of heredity with application to all forms of life. Topics include classical genetics (mendelian inheritance, meiosis, epistasis, recombination gene mapping, chromosomal mutations) and an introduction to modern molecular genetics (DNA structure and function, gene expression and regulation). This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: BIOL 1010 & 1010, BIOL 1011. Recommended prerequisite: BIOL 2120. Corequisite: BIOL 2511.

**BIOL 2511 General Genetics Lab (1 Credit)**

The laboratory component of BIOL 2510. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. COREQUISITES: BIOL 2510 PREREQUISITES: BIOL 1020 AND BIOL 1021 RECOMMENDED PREREQUISITES: BIOL 2121.

**CHEM 1001 Science of Contemporary Issues I (4 Credits)**

CHEM 1001 is the first class in a three-quarter sequence focused on real-world applications of chemistry. The first quarter focuses on sustainability, pollution, and climate change. To understand these topics, we will explore the behavior of gases, properties of solutions, chemical reactions in the atmosphere, and acid-base chemistry. This course cannot be taken for credit for a chemistry major or minor. A lab fee is associated with this course. The course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**CHEM 1002 Science of Contemporary Issues II (4 Credits)**

CHEM 1002 is the second class in a three-quarter sequence focused on real-world applications of chemistry. This course focuses on fossil fuels, renewable resources, nuclear energy, batteries, and fuel cells. To understand these topics, we will examine combustion reactions, radioactive elements, nuclear waste, and electrochemistry. This course cannot be taken for credit for a chemistry major or minor. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: CHEM 1001.

**CHEM 1003 Science of Contemporary Issues III (4 Credits)**

CHEM 1003 is the final class in a three-quarter sequence focused on real-world applications of chemistry. This course focuses on plastics, nutrition, drugs, and genetic engineering. To understand these topics, we will learn about polymerization, macromolecules, and the chemistry behind foods such as fats, proteins, and carbohydrates. This course cannot be taken for credit for a chemistry major or minor. A lab fee is associated with this course. The course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: CHEM 1002.

**CHEM 1010 General Chemistry I (3 Credits)**

The first course in the introductory chemistry sequence for natural science and engineering majors. Topics covered include atomic and molecular structure, reactions in solution, and thermochemistry. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 1240.

**CHEM 1020 General Chemistry II (3 Credits)**

The second course in the introductory chemistry sequence for science and engineering majors. Topics covered include thermodynamics, equilibria including acids and bases, and kinetics. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Pre-requisites: CHEM 1010 and CHEM 1240; Co-requisite: CHEM 1250.

**CHEM 1240 General Chemistry I Laboratory (1 Credit)**

Laboratory to accompany CHEM 1010. Experiments illustrate aspects of atomic structure, chemical bonding and thermochemistry. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 1010.

**CHEM 1250 General Chemistry II Laboratory (1 Credit)**

Laboratory to accompany CHEM 1020. Experiments illustrate chemical principles applied to equilibrium of acids/bases, kinetics, and thermodynamics. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Pre-requisites: CHEM 1010 and CHEM 1240; Co-requisite: CHEM 1020.

**CHEM 2131 Chemistry of the Elements (3 Credits)**

Descriptive chemistry of main group and transition elements including redox and coordination chemistry. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 1020 and CHEM 1250. Corequisite: CHEM 2141.

**CHEM 2141 Chemistry of the Elements Lab (1 Credit)**

Laboratory to accompany CHEM 2131. Study of reactions of main group and transition elements including redox and coordination chemistry. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**CHEM 2240 Introduction to Environmental Chemistry (4 Credits)**

An introduction to the chemistry of the environment. Topics cover the chemistry of air, water, and soil with a special focus on the influence that humankind has on the natural environment. Course provides tools to understand environmental science from a chemical perspective. The course is a combined lecture and laboratory. Primarily for environmental science majors. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 1010, CHEM 1020, CHEM 1040, and CHEM 1250.

**CHEM 2451 Organic Chemistry I (3 Credits)**

Structure and reactions of covalent compounds of carbon. Satisfies organic chemistry requirement in chemistry, biology and related fields. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 2131 and CHEM 2141.

**CHEM 2452 Organic Chemistry II (3 Credits)**

Structure and reactions of covalent compounds of carbon. Satisfies organic chemistry requirement in chemistry, biology and related fields. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: CHEM 2451 and CHEM 2461.

**CHEM 2461 Organic Chemistry Lab I (1 Credit)**

Laboratory course in theory and practice of preparative and analytical organic chemistry, including introduction to IR and NMR spectroscopy. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 2451.

**CHEM 2462 Organic Chemistry Lab II (1 Credit)**

Laboratory course in theory and practice of preparative and analytical organic chemistry, including introduction to IR and NMR spectroscopy. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 2452.

**GEOG 1201 Environmental Systems: Weather (4 Credits)**

First class in a three-quarter sequence that introduces the fundamental processes that govern the physical environment; introduction to the fundamentals of the environmental system and the various processes that control weather and climate. The student will have a fundamental understanding of the basic components of the environmental system, familiarity with the role of energy in the atmosphere and its control over cycles of air temperature, a sound foundation in the mechanisms governing cloud formation and precipitation, a basic understanding of the atmospheric circulation and the storm systems which develop within it, and an introduction to the regional variation of climate. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**GEOG 1202 Environmental Systems: Hydrology (4 Credits)**

Second class in a three-quarter sequence that introduces the fundamental processes that govern the physical environment; the role of water in the environment. This course focuses on the matter and energy flows through the hydrologic cycles, together with the resulting spatial distribution and work of water. Various environmental issues concerning water including drought, water pollution, and human impacts on water supplies are included. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1201.

**GEOG 1203 Environmental Systems: Landforms (4 Credits)**

Third class in a three-quarter sequence that introduces the fundamental processes that govern the physical environment; geological phenomena in various places in the world. Topics include maps and air photos; rocks and minerals; plate tectonics and volcanoes; landforms produced by wind, water, earth forces and ice; and biogeography. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1201 and GEOG 1203.

**GEOG 1216 Our Dynamic Earth I (4 Credits)**

This is the first quarter of a three-quarter sequence devoted to studying natural hazards and their impacts on society. Natural processes become hazards when they have the potential to have an adverse effect on humans and their property, or the natural environment. This first quarter of the sequence introduces students to the physical processes associated with atmospheric natural hazards (tornados, hurricanes, severe storms) and their societal impacts. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**GEOG 1217 Our Dynamic Earth II (4 Credits)**

This is the second quarter of a three-quarter sequence devoted to studying natural hazards and their impacts on society. In this course, students investigate the physical processes that result in geologic natural hazards (earthquakes, landslides, volcanoes) and their societal impacts. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1216.

**GEOG 1218 Our Dynamic Earth III (4 Credits)**

This is the third quarter of a three-quarter sequence devoted to studying natural hazards and their impacts on society. In this course, students investigate the physical processes that result in hydrologic natural hazards (floods, drought, tsunamis) and their societal impacts. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1217.

**GEOG 1264 Global Environmental Change I (4 Credits)**

First class in a three-quarter sequence for honors students. This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. Enrollment restricted to students in the Honors Program. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**GEOG 1265 Global Environmental Change II (4 Credits)**

Second class in a three-quarter sequence for honors students. This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. Enrollment restricted to students in the Honors Program. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1264.

**GEOG 1266 Global Environmental Change III (4 Credits)**

Third class in a three-quarter sequence for honors students. This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. Enrollment restricted to students in the Honors Program. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1265.

**PHYS 1011 21st-Century Physics and Astronomy I (4 Credits)**

First class in a three-quarter sequence that explores the meaning of discoveries in our physical world in terms of astronomy and astrophysics, and how they shape modern research into our knowledge of the nature of the universe. In this course sequence, students (1) survey the fundamentals of the cutting-edge astronomy and astrophysics and (2) learn how physics works in explaining varieties of observed astronomical phenomena that encompass the origin and evolution of the universe and its contents—from galaxies to stars and planets. In this way students become familiar with the essential concepts of modern physics in terms of astronomy and astrophysics. Lab fee associated with these courses. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**PHYS 1012 21st-Century Physics and Astronomy II (4 Credits)**

Second class in a three-quarter sequence that explores the meaning of discoveries in our physical world in terms of astronomy and astrophysics, and how they shape modern research into our knowledge of the nature of the universe. In this course sequence, students (1) survey the fundamentals of the cutting-edge astronomy and astrophysics and (2) learn how physics works in explaining varieties of observed astronomical phenomena that encompass the origin and evolution of the universe and its contents—from galaxies to stars and planets. In this way students become familiar with the essential concepts of modern physics in terms of astronomy and astrophysics. Lab fee associated with these courses. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**PHYS 1013 21st-Century Physics and Astronomy III (4 Credits)**

Third class in a three-quarter sequence that explores the meaning of discoveries in our physical world in terms of astronomy and astrophysics, and how they shape modern research into our knowledge of the nature of the universe. In this course sequence, students (1) survey the fundamentals of the cutting-edge astronomy and astrophysics and (2) learn how physics works in explaining varieties of observed astronomical phenomena that encompass the origin and evolution of the universe and its contents—from galaxies to stars and planets. In this way students become familiar with the essential concepts of modern physics in terms of astronomy and astrophysics. Lab fee associated with these courses. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**PHYS 1111 General Physics I (5 Credits)**

This is the first of a three-quarter sequence for students in any Natural Science and Mathematics field of study. The course stresses physics concepts rather than equation derivation as in the calculus-based course (PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214). Algebra and trigonometry are used regularly to solve problems and make predictions. Includes topics in mechanics (kinematics, dynamics) including forces, one and two dimensional motion, work, energy and momentum. The course includes a rigorous algebra-based laboratory that exposes students to a broad range of the real physical phenomena investigated using equipment as well as computerized instrumentation and data acquisition techniques. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: high school algebra, trigonometry. Students majoring in physics or engineering are required to take PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214. Lab fee associated with this course.



**PHYS 1112 General Physics II (5 Credits)**

This is the second of a three-quarter sequence for students in any Natural Science and Mathematics field of study. The course stresses physics concepts rather than equation derivation as in the calculus-based course (PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214). Algebra and trigonometry are used regularly to solve problems and make predictions. Includes topics in rotational motion, torque, vibrations, fluids, heat and thermodynamics, kinetic theory, and particles and matter waves. The course includes a rigorous algebra-based laboratory that exposes students to a broad range of the real physical phenomena investigated using equipment as well as computerized instrumentation and data acquisition techniques. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: high school algebra, trigonometry, PHYS 1111. Students majoring in physics or engineering are required to take PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214. Lab fee associated with this course.

**PHYS 1113 General Physics III (5 Credits)**

This is the third of a three-quarter sequence for students in any Natural Science and Mathematics field of study. The course stresses physics concepts rather than equation derivation as in the calculus-based course (PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214). Algebra and trigonometry are used regularly to solve problems and make predictions. Includes topics in rotational motion, torque, vibrations, fluids, heat and thermodynamics, kinetic theory, and particles and matter waves. The course includes a rigorous algebra-based laboratory that exposes students to a broad range of the real physical phenomena investigated using equipment as well as computerized instrumentation and data acquisition techniques. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: high school algebra, trigonometry, PHYS 1112. Students majoring in physics or engineering are required to take PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214. Lab fee associated with this course.

**PHYS 1211 University Physics I (5 Credits)**

First of a three-quarter sequence. Kinematics, vectors, force, energy and work, linear momentum, rotation of rigid bodies. Required for all physics and engineering majors and recommended for all science majors who are also required to take calculus. The course includes a rigorous calculus-based laboratory that exposes students to a broad range of the real physical phenomena studied in the lecture course. Through the use of experimental apparatus, computerized instrumentation and data acquisition, data analysis and graphical representation, students use the observed phenomena to exemplify the laws of physics. Physics theory and other relevant background information are explored individually by students in weekly prelab exercises. Students learn to write introductory-level laboratory reports and become familiar with good laboratory technique. Emphasis for this lab is on mechanics. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Corequisite: MATH 1951.

**PHYS 1212 University Physics II (5 Credits)**

Second of a three-quarter sequence. Gravitation, fluids; oscillatory motion; waves; thermal physics. Required for all physics and engineering majors and recommended for all science majors who are also required to take calculus. The lab portion of this course is a continuation of the PHYS 1211 lab portion and builds on laboratory skills and knowledge from that course. Emphasis for this lab is on waves, oscillations, sound, fluids and thermodynamics. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: PHYS 1211. Corequisite: MATH 1952.

**PHYS 1213 University Physics III (5 Credits)**

Third of a three-quarter sequence. Electrostatics, electric circuits, magnetism and electromagnetism; electromagnetic waves. Required for all physics and engineering majors and recommended for all science majors who are also required to take calculus. The lab portion of this course is a continuation of the PHYS 1221 and 1222 lab portions and builds on the students' laboratory skills and knowledge from those labs. Emphasis for this lab is on electricity, magnetism and circuits. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Cross listed with PHYS 1214. Prerequisite: PHYS 1212. Corequisite: MATH 1953.

**PHYS 1214 University Physics III for Engineers (4 Credits)**

This is the third course of a three-quarter sequence and is for engineers only; this is equivalent to PHYS 1213, but does not include lab component. Electrostatics, electric circuits, magnetism and electromagnetism; electromagnetic waves. Required for all engineering majors. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Cross listed with PHYS 1213. Prerequisite: PHYS 1212. Corequisite: MATH 1953.

## Scientific Inquiry: Society and Culture Courses

Knowledge of principles of human functioning and conduct in social and cultural contexts is essential for living in a culturally diverse and interdependent society. Understanding scientific approaches to discovering these principles enhances informed decisions for the public good and provides a way of thinking about problems and issues that complements other areas of inquiry and experiences. Through taking courses in this area, students learn about principles of human functioning and conduct in social and cultural contexts and come to understand how these are studied using scientific methods. Students take two courses in different subjects studied from the perspectives of the social sciences; they are thus exposed to varying approaches and levels of analysis (e.g., physiological, evolutionary, mental, social and cultural processes). Students who are CAHSS majors/minors may apply one Scientific Inquiry: Society and Culture course (4 credits) per major/minor program to partially satisfy both major/minor and Common Curriculum requirements.

**ANTH 1006 Paranormal Archaeology (4 Credits)**

This course explores the virtues and limitations of the scientific method for understanding human society and culture. To accomplish this goal it uses selected mysteries and puzzles from the human past that have intrigued, over many years, professional scientists and the general public alike. The course considers a wide variety of topics having anthropological relevance—Bigfoot, the Big Stone Heads of Easter Island, the Great Pyramids of Egypt, the Great Earthen Burial Mounds of North America, and other phenomena—in an effort to sort out hard facts, pure fantasies, and genuine mysteries. This course examines where the more outrageous explanations of mysterious phenomena come from, and investigates why such explanations are of continuing popularity in modern society. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 1010 Anthropology: Humankind in Context (4 Credits)**

This course is a basic one in Anthropology that covers all four major subfields of the discipline including Physical Anthropology (Biological), Archaeology, Linguistics and Cultural Anthropology. It focuses on many aspects of anthropology that have applicability today in understanding our species' place in the world, the development of cultural and biological diversity over time, the growth of complex societies and analyses of contemporary cultures. This class allows us to view ourselves inclusively, taking a broad look at many aspects of our shared humanity on a world-wide basis. This is accomplished by not only studying modern cultures, but also by looking at the history of our species over millions of years. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 2105 Human Nature (4 Credits)****ANTH 2125 Primates (4 Credits)**

Non-human primates are used within numerous disciplines as models for understanding the evolution of our own behavior. This course examines non-human primates within the framework of anthropology and explores the ways that the study of other primates contributes to our understanding of human behavior and evolution, and serves to connect us to the living world. The course will examine three aspects of primate life (the three F's: feeding, fighting, and family) first from the non-human primate perspective and then through the lens of human behavior and social organization. To better understand the methods of primatology, students will develop their own research project to take place at the Denver Zoo. As an SI: Society course students will develop an understanding of the defining principles central to inquiry within the discipline of anthropology as well as become proficient in the use and application of anthropological, and specifically primatological, research methods. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 2200 Contemporary Issues of Native North America (4 Credits)**

This class focuses on Native North America and is intended to provide an approach to understanding events and processes that have shaped and continue to influence the Indigenous Peoples of Turtle Island. This course explores contemporary issues within Native American communities in order for students to gain a better understanding of legal and social issues between the Federal government, reservations, and urban Indian populations. We will analyze issues facing contemporary Native American nations including, but not limited to Indian gaming and casinos, federal recognition and issues of sovereignty, blood quantum and biological race, religious freedom and sacred sites, mascots, repatriation of human remains and sacred artifacts, and stereotypical views of Native Americans. Additionally, we will also discuss efforts to reclaim traditions such as language, art, and land. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 2424 The Social Determination of Health (4 Credits)**

This course is an introduction to sociocultural epidemiology. As the scientific basis of public health, epidemiology is the discipline that aims to describe the distribution and causes of health problems in a society, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, disease and health care and their manifestations around the world. This course presents an overview of epidemiology's history and methods, to then concentrate on the social and cultural aspects of health. The course offers an in-depth exploration of the notion of disease causation, with historical and current examples. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, and sociology. We will explore ideas and behaviors related to disease causation in different societies and social groups. Topics include the history of epidemiology and theories of disease causation, research methods in epidemiology, social determinants of health, and the notions of disease causation and determination. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of cases in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 1001 Practicing Communication (4 Credits)**

Practicing Communication introduces students to evidence-based communicative practices that aid them in enacting skillful and ethical responses to ongoing communicative dilemmas. The course introduces students to techniques for increasing their awareness of the consequences of their communicative acts and for using mindful communication practices to create and sustain meaningful relationships in interpersonal, organizational, and public settings. The course also helps students develop skills in audience analysis—with a particular focus on crafting messages that are culturally responsive to audiences composed of multiple cultural identities and positionalities. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 1002 Theorizing Communication (4 Credits)**

Theorizing communication introduces students to theoretical thinking across the broad range of the communication discipline. Broadly defined, a theory is a set of principles that scholars use to explain or predict how a phenomenon works. This course will introduce students to scholars' attempts to understand and explain how human communication behavior functions in the world, from both humanistic and social scientific perspectives. In this way, the course serves the aim of Scientific Inquiry: Society and Culture courses in that it advances students' understanding of scientific approaches to principles of human functioning and conduct in social and cultural contexts. Students will learn the underlying assumptions of the various approaches to communication studies, examine and critique how these assumptions are applied in specific theories about communication, and apply their knowledge in imagining how a new theory might be constructed. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 1210 Foundations of Communication Studies (4 Credits)**

This course offers students an introduction to the study of communication. Students will explore the role of communication in domains that cut across the spectrum of human social life, from communication among individuals, to relationships, to marriage and families, to groups, to organizations, to communication at societal and global levels. In addition to focusing on the specific nature of communication in these distinct settings, students learn as well the different conceptual models for describing and understanding communication across these settings. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2100 Fundamentals of Communication Theory (4 Credits)**

Basic concepts, theories and models of the communication process. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2130 Introduction to Organizational Communication (4 Credits)**

This is a theory-driven course which will introduce students to the major approaches to the study of organizational communication, including classical, managerial, systems, cultural, and critical perspectives. The course uses these perspectives to deepen students' understandings of the organizational communication topics developed in COMN 1550, teaching students how to recognize and approach organizational communication issues from a variety of perspectives. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2140 The Dark Side of Relationships (4 Credits)**

This course is designed to familiarize students with theory and research that focuses on the dark and bright sides of human relationships. In particular, we explore those dysfunctional, distorted, distressing, and destructive elements that sometimes comprise our relations with family members, friends, co-workers, and romantic partners, for example. Additionally, we explore relational issues that typically are presumed to be dark but function to produce constructive outcomes, as well as phenomena that are typically judged as bright but function to produce destructive relational outcomes. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2270 Intro to Health Communication (4 Credits)**

This course is designed to be an introduction to the field of health communication. Through readings, case studies, and discussions, this class is designed to provide an overview of health communication in a variety of health contexts, ranging from public health campaigns to interpersonal communication to community-based health interventions. In this class, we aim to understand how communication can play a vital role in achieving personal and public health objectives. Throughout the quarter, we will examine theoretical and conceptual backgrounds in health communication and evaluate examples of health communication practices. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2600 Introduction to Political Communication (4 Credits)**

The purpose of this course is to introduce students to the subdiscipline of political communication with a focus on the United States. Through scholarship, case study development, discussion, and activities, this course surveys the major communicative actors in U.S. public and political life. Students will use theories from across political communication to understand the roles of elites, media organizations, and everyday individuals in political talk. Students should leave the course with the ability to identify and critically assess the political communication that permeates their lives. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ECON 1020 Economics: A Critical Introduction (4 Credits)**

The course gives students a critical understanding of basic economic concepts, showing the importance of differences in the understanding of these concepts by different economic theories: the theories differ both in their view of the economy and its place in society; and in the potential impact of their policy recommendations on different individuals and social groups. The course begins with the immediate experience of life in the "new economy"; and then frames a critical analysis of this experience, drawing out three themes: the relation of the economy to public and private life; inequality and discrimination; globalization. The critical framework calls for a historical dimension: how did we get here? It also points to a defining feature not only of the "new economy", but of the modern, capitalist economy since its origins: capitalism generates periodic crises within itself. The most obvious crisis is the "economic" one, but equally important are the crises of inequality and discrimination, and of environmental sustainability. The course concludes by considering what kind of economic order, what agents and institutions, would be required to transform capitalism into a socially and ecologically sustainable system. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ETHN 1004 Introduction to Critical Race and Ethnic Studies (4 Credits)**

Critically examines the concept of race, ethnicity, and indigeneity as categories of social, political, historical, and cultural significance, in the United States and internationally, followed by an investigation of colorblindness, diversity ideology, and modern manifestations of racial inequality. Race and ethnicity are examined as they intersect with gender, sexuality, social class, indigeneity, and immigration status. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GEOG 1410 People, Places & Landscapes (4 Credits)**

In this course, students will study the location of people and activities across the surface of the Earth. Describing the locations and patterns of human activity only lays the foundation for exploring how and why such patterns have developed historically, and how they relate to the natural environment and other aspects of human behavior. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GEOG 2401 The Human Population (4 Credits)**

This course covers the fundamental concepts of demography with an emphasis on its relevance to inquiry in disciplines including economics, business, geography, environmental science, political science and sociology. This course includes computer laboratory work involving the exploration and analysis of census data using geographic information systems. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GEOG 2511 Principles of Sustainability - Honors (4 Credits)**

Principles of Sustainability introduces students to fundamental issues and concepts of Sustainability. This topic concerns the long-term viability of a number of phenomena, from the environment to the economy. Sustainability is commonly defined as meeting the needs of the current generation without compromising the ability of future generations to meet their needs. Students will be introduced to issues inherent in discussions of sustainability. The major areas of focus include definitions of ecological and environmental sustainability, economic and political sustainability, social justice, and various metrics used to assess sustainable behavior and practices. Students will study the theory, principles and practices of sustainability, and participate in discussion and writing exercises based on lecture and readings. This course counts toward the Scientific Inquiry: Society and Culture requirement. Enrollment restricted to students in the Honors Program.

**GWST 1112 Introduction to Gender and Women's Studies (4 Credits)**

This course provides an introduction to the discipline of gender and women's studies. All cultures engage in a complex process of assigning cultural values and social roles which vary according to the cultural environment in which human interaction occurs. Among these, the process of translating biological differences into a complex system of gender remains one of the most important. Gender and women's studies aims to understand how this process of 'gendering' occurs, and its larger effects in society. This course also explores how this system of meaning relates to other systems of allocating power, including socioeconomic class, social status, ethnicity, religion, sexuality, and nationality. Using this lens, this course explores contemporary social developments and problems. Gender and women's studies is about studying, but it is also about meaningful engagement with the world. This class presents students with a variety of types of texts from sociological articles to literary fictions and documentary and fictional cinema to explore gender from many different directions. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**HNRS 2701 Wildlife Conservation & Culture (4 Credits)**

The focus of the course is the intersection of conservation and culture. The goal is to generate new and creative ways to think about conservation. Students will be exposed to different examples of conservation governance, ranging from state-controlled access commonly found in national parks to indigenous communities that are assisting conservation efforts. They will inquire as to what impacts different projects are having in not only helping stem the loss of habitat and wildlife, but also the informal governance institutions managing their unique ecosystems in sustainable ways. Importantly, we will consider our main questions through a very broad and informal cost/benefit analysis that encompasses more than the limiting economic factors normally used. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**INTS 1500 Contemporary Issues in the Global Economy (4 Credits)**

Introduction to a range of pressing problems and debates in today's global economy, such as global economy, global markets and the global commons. Students will have a good understanding of the policy challenges posed by global economic integration and theoretical frameworks for understanding the functioning of the global economy. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**INTS 1700 Introduction to International Politics (4 Credits)**

This course critically examines the nature of contemporary global society. It is designed to familiarize students with the broad parameters of international politics and takes into account numerous methodological and theoretical perspectives. The course explores both the historical development of international politics and how the business of international politics is "done." The course examines issues such as war and peace, human security, the politics of climate change, and international human rights. The overall goal of this course is to introduce students to the field of International Politics and to make them conversant about the major issues facing the global system in the 21st century. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**MFJS 2160 Sexualities and Screens (4 Credits)**

This course offers a critical introduction to the ways that sexual identities and practices are rendered (in)visible within screen-based, digital media culture: television, film, online spaces and platforms, and video games. As a socially contested, disruptive, and liberatory element of social life, sexuality's mediation offers a lens for us to think about cultural norms, ideologies, and politics, as well as issues related to the commodification of bodies. Throughout the quarter, you will immerse yourself in diverse perspectives, reflective writing exercises, textual analysis, small group discussions, and other active learning measures that will deepen your critical thinking around the intersection of media culture and sexuality. Issues such as sexualization, intimacy coordinators, the mediation of consent, queer digital activism, and the politics of casting will be explored through the lens of Media Studies, Cultural Studies and Intersectional Feminism. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**MFJS 2205 International & Development Communication (4 Credits)**

Virtually everywhere we look, whether we are watching a kidfluencer on YouTube, streaming music on Spotify, or scrolling through TikTok, it is evident that we are living in an increasingly interconnected and globalizing world. What does this mean for us as individuals, as Coloradans, as Americans? What does this mean for global humanity? Do we now have a transnational social order and a global culture? If so, what or who is driving this process, and who remains on the sidelines? These are some of the broader questions this class addresses, with an eye toward how media, culture, and communication fit into the larger network of globalization.

**MFJS 2210 Introduction to Media and Culture (4 Credits)**

Course introduces students to the organization of the U.S. media industries and their historical and contemporary role in U.S. culture. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**MFJS 2220 Popular Music and Social Justice (4 Credits)**

What makes popular music a powerful medium for us to “fight the power” and motivate social change, and what hinders it from achieving its full potential? This course examines a range of 20th and 21st century popular music (blues, folk, rock, hip-hop, musicals, etc.) to better understand the complex relationships between music and social (in)justices. Sitting at the intersection of critical media studies, critical race & ethnic studies, popular music studies, and project-based learning, this course examines an array of 20th and 21st century popular music (blues, folk, rock, hip-hop, pop, indie, etc.) to understand the complex relationships between music and social (in)justices.

**MFJS 2270 Activist Media (4 Credits)**

Various media have played roles in the social and political movements of the past, with social media platforms accelerating the possibilities for intervening in social and political life. Activist media harnesses new communication technologies to resist the domination and limitations of mainstream corporate media, creating new media strategies and messages to promote social change. This class examines the spaces of activist media that have enabled citizens, protesters, journalists, PR professionals, tech developers and hacktivists to harness a diverse range of media tools and platforms for change. It also explores how these platforms have created new risks and challenges, especially for activists. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**MFJS 2280 Politics and Media (4 Credits)**

We examine the nature of the media and how media institutions shape the way citizens understand politics. We discuss global media institutions and the role media play in various societies. We explore the role of media in providing information for citizens in a democracy, examine how the media influence the political process, and investigate how the goals of and changes within the media industry influence the effect media coverage has on the political process. Through our study, we explore how the media either enhance or limit the potential for citizens to contribute to democracy. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PLSC 1000 Introduction to American Politics (4 Credits)**

Philosophical traditions, historical background, structure and functioning of American government, and political attitudes and behavior. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PLSC 1110 Comparing Politics around the World (4 Credits)**

This course introduces students to the study of comparative politics, a sub-field within political science that uses a “comparative method” to compare and contrast countries to understand questions such as Where do ‘states’ come from? Why are only some democratic? How do states promote economic development? Why are some states increasingly rich while others remain poor? Why do people mobilize peacefully to influence politics in some places while they violently attack the established order in others? How do distinct identities rooted in ethnicity, gender, race, and religion influence politics differently around the world? How does globalization affect various countries, and why do some seem to cope with contemporary challenges more effectively than others? This course counts toward the “Scientific inquiry: Society and culture” requirement.

**PLSC 1610 Introduction to Political Thought (4 Credits)**

This course presents an introduction to some of the key ideas and questions in the study of politics. As an introductory course, it cannot present a systematic overview of the entire study of politics; rather, it seeks to introduce students to some central concerns in the study of politics. In this course we learn about the basic principles of human conduct in social contexts and explain how social scientific methods are used to understand these underlying principles. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PLSC 1810 Introduction to Law and Society (4 Credits)**

This course introduces the relationship between law and society, exploring principles of legal conduct in social contexts and explaining how social scientific methods are used to understand these principles. Questions discussed include what is the relationship between the “law-on-the-books” and “law-in-action,” and what can we learn from gaps between formal law and the “real” law that is experienced in society? Empirical examples may include international comparisons and the evolution of law over time. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PLSC 2001 Law and Politics (4 Credits)**

Introduces the relationship between law and politics, describing the basic principles of legal conduct in political contexts and explaining how social scientific methods are used to understand these underlying principles. Questions explored may include the following: Where does the law come from? Whose interests does it reflect? Does formal legal change lead to practical political and social change? Why do we comply with the law? What are the limits of enforcement? This course counts toward the Scientific Inquiry: Society and Culture requirement. It also satisfies the department distribution requirement in law. Prerequisite: sophomore standing & either PLSC 1000, 1110, 1610, or 1810.

**PPOL 1910 Introduction to Public Policy (4 Credits)**

This class will focus on three main areas. First, we will review the policy-making process in the U.S. and methods of evaluation of critical public policy issues. Second, we will review basic issues with decision-making and their relevance for public policy. Third, we will apply these analytic techniques to some of the most urgent public policy problems, solutions, and tradeoffs we as a society currently confront in the areas such as: government spending, immigration, health care, education, environment, foreign policy. In sum, we will examine a broad range of complex policy choices that our nation faces in this era of remarkable social, economic, and political change. This course counts toward the Scientific Inquiry: Society and Culture requirement.



**PPOL 2710 Demography of Public Policy (4 Credits)**

Demography is destiny." The consequences for American public policy are profound. America is aging, but becoming more diverse. A society in the midst of dynamic change is a society full of possibilities, but vulnerable to conflict. Values become indeterminate, with traditional communities vying for legitimacy with emergent cultures. Social movements, often populist in nature, challenge the established political order. This course focuses on the delineation of effective public policies to deal with demographic challenges, including (1) immigration policy; (2) the process of assimilation; (3) education; (4) geographic realignment; (5) competitive advantage of the United States relative to the European Union, Russia, and China. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PSYC 1001 Foundations of Psychological Science (4 Credits)**

The goal of this course is to provide a general introduction to psychology examining the biological basis of behavior, perception, learning, memory, developmental transitions, personality, psychopathology, treatment, and social contexts for behavior. After completing this course, students will be able to (1) demonstrate an understanding of the defining principles and perspectives central to the inquiry of psychological science, (2) understand appropriate methods, technologies, and data that social and behavioral scientists use to investigate human functioning and conduct, and (3) develop and communicate alternative explanations or solutions for social issues considering cultural and social contexts. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**SOCI 1810 Understanding Social Life (4 Credits)**

This course is an introduction to the discipline of sociology and to the insights it provides into the human condition. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**SOCI 2250 Criminology (4 Credits)**

Social meaning of criminal behavior; relationship between crime and society in particular, how production and distribution of economic, political and cultural resources shape construction of law, order and crime; different types of crime, criminals and victims, and efforts to understand and control them. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**SOCI 2540 Current Social Problems (4 Credits)**

We often think about social problems in our social worlds. However, rarely do we consider how certain situations come to be defined as problems and why some "problems" remain a focal point of public attention while others fade, even when the circumstances around that issue have not improved. In this course, we look at these very issues. Using current social problems, we explore how a social phenomenon comes to be seen as a social problem, what is at stake in this process, and how these dynamics matter in terms of thinking about inequality. This course counts toward the Scientific Inquiry: Society and Culture requirement.

## Common Curriculum and Degree Requirements

### Major and Minor Requirements

The departmental major or minor is a program of courses taken in one department or, in the case of an interdisciplinary major or minor, a program of related courses taken in more than one department. The University offers a number of different degree options. Please review specific degree information for major and minor requirements. Students usually declare a major (or majors) by the end of their sophomore year.

- The GPA in the major and the minor must be at least 2.0 with the exception of the bachelor of science in accounting which requires a GPA of at least 2.5.
- Credits in the major and the minor must be earned at the level of "C–" or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

### Double Majors

In certain degree programs (BA, BS and BSBA), students may complete a second major. A second major will substitute for a minor, if required. The second major must be offered in that particular degree program (p. 35); e.g., business majors are only available in the BSBA program. The University also offers the option of a secondary major (p. 103) for some programs of study. Secondary majors allow students to pursue a major outside the primary degree program.

### Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

### Common Curriculum

The University of Denver's Common Curriculum provides students with a well-rounded education, creates context for major or minor course of study and introduces students to new areas of interest. The Common Curriculum is grounded in a breadth of experiences and ways of inquiry congruent with DU's goal of providing an outstanding educational experience that empowers students to integrate and apply knowledge from across the disciplines and imagine new possibilities for themselves, their communities and the world. Consistent with DU's mission, the Common Curriculum promotes learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge.

Common Curriculum courses contribute to an intellectually vibrant campus community and create, in turn, a challenging, inclusive, ethical and liberating learning environment. From students' initial First-Year Seminar to the Common Curriculum's culminating Advanced Seminar, the curriculum encourages connections across modes of learning. By engaging in course work across diverse experiences and areas of knowledge, DU students cultivate critical and creative thought, preparing them for leadership and citizenship in our global society.

## Common Curriculum Requirements

The Common Curriculum at the University of Denver plays a central role in every undergraduate student's education. Please review the Common Curriculum requirements matrix below, which provides a summary of DU's Common Curriculum requirements, along with short statements that explain why the courses in the various parts of the curriculum are important in today's world. These descriptions are summaries of what students should be able to achieve through the successful completion of these classes. The matrix is followed by descriptive paragraphs that explain why each class a student takes is important and where it fits in the educational plan of the University.

An undergraduate at the University typically takes 52 to 60 credits in the Common Curriculum:

First-Year Seminar	4
Writing and Rhetoric	8
Language	4-12
Ways of Knowing	32
Advanced Seminar	4
<b>Total Credits</b>	<b>52-60</b>

Because certain programs have slightly different requirements in the Common Curriculum and because AP and IB courses or transfer courses from other universities and colleges may change the distribution of the requirements for individual students, always consult an advisor regarding Common Curriculum planning for courses at the University and abroad.

## First-Year Seminar

### 1 course (4 credits)

First-Year Seminars (p. 344) are designed to provide students with an in-depth academic experience that will be rigorous and engaging. Students develop the kinds of academic skills that prepare them for successful college work, which might include one or more of the following:

- critical reading and thinking
- writing and discussion
- quantitative reasoning
- argument and debate

Faculty members teach their passions in which they have particular expertise and enthusiasm, and each First-Year Seminar has a unique topic, with 80–85 different First-Year Seminars offered each fall quarter. For students to be able to engage with faculty in the exploration of these topics is an extraordinary opportunity for academic and personal growth. Instructors of the First-Year Seminars also serve as students' faculty mentors for the entire first year. This course must be taken at the University of Denver. Any student who either withdraws from or fails the First-Year Seminar must meet with the Vice Provost of Academic Affairs to determine the means by which this degree requirement may be fulfilled. Students transferring to DU are exempt from this requirement if they are classified as a transfer student.

## Writing and Rhetoric

### 2 courses (8 credits)

Being able to convey written information and ideas in ways that are compelling to specific audiences is essential both in college and beyond. Beginning in the winter quarter of their first year, students take two sequenced writing courses, usually WRIT 1122 and WRIT 1133. Together, these courses teach strategies for writing in diverse academic and non-academic situations. Students learn rhetorical principles, the analysis and use of readings and source materials, and techniques for generating, revising, and editing texts for specific situations. They also learn to present and justify positions and to produce researched writing in various scholarly traditions, including textual/interpretive (the analysis of texts or artifacts such as images or events), qualitative (the analysis of observations or interviews) or quantitative (the analysis of data from surveys or other empirical studies). In each course, students complete several writing exercises and, through sustained practice and systematic instructor guidance, they complete multiple assignments, totaling some 20–25 pages. By the end of the two-course sequence, then, students have completed at least 40–50 pages of polished writing.

## Language

### 1–3 courses (4–12 credits)

The faculty of the University of Denver believe that studying culture through language at the university level is crucial in our globalized world, and courses in this area reflect that belief.

1. Students who have completed academic secondary education wholly or in part in a language other than English may either take a standardized English placement test accepted by DU (TOEFL, IELTS, CAE, DUOLINGO) to determine if they need to take WRIT 1022 English for Academic



Purposes, OR they may take a test, offered through the Center for World Languages and Cultures, for placement into another language in order to satisfy the DU language requirement.

2. Students are exempt from the language requirement in the BFA, BSEE, BSME and BScPE degree programs. [Note for Music students: Candidates for the BM degree may choose between completing eight credits in one foreign language or eight credits in a Scientific Inquiry: The Natural and Physical World sequence. If they choose language, the below rules about placement apply.]
3. Students with certain documented learning disabilities as officers our Disability Services Program determine are also exempt, although they must instead take twelve credits (three classes) taught in English from an approved list of internationalizing courses.
4. All other incoming students who know or have studied one of the languages that we offer at DU (Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Russian, or Spanish) are required to take our language placement test before registering for a class in that language, so that we may place them properly in its curriculum.
5. Students must either complete the elementary sequence of a language they have not studied before (or into *elementary* level of which they are placed) or take one four-credit course at the *higher* level into which each places. If we offer no advanced courses in their first language other than English, students who are not exempt (see 1-3 above) must take a first-year sequence of a different one.
6. Students may always choose to learn a new language and complete its first-year sequence. We offer more world languages than they will have had the opportunity to study in secondary school.

In all of our courses, students acquire linguistic skills in a language other than English. We are an internationalizing university that encourages multi-skill language learning. Students in language classes will also be studying a different expression of culture through language. By this experience they learn both about a new culture and about themselves and their personal, social, and cultural backgrounds. Our young linguists learn to appreciate human diversity as it is expressed between and among languages and nationalities in the twenty-first century.

### **Analytical Inquiry: The Natural and Physical World (p. 43)**

#### **1 course (4 credits)**

Mathematics, formal reasoning and, more recently, computational sciences are crucial foundations for many disciplines as they enable and support formal modes of inquiry, particularly for disciplines related to the natural and physical world. For example, today's physics and engineering knowledge would be impossible without accompanying advances in mathematics. Similarly, advances in the life sciences, like genomics, rely heavily on computational sciences. Students must take one course in this area, which is designed to provide all students, regardless of the student's major area of study, the basic knowledge of how to understand and use principles of mathematics and computational sciences as a formal means of inquiry in the natural and physical world.

### **Analytical Inquiry: Society and Culture (p. 44)**

#### **2 course minimum (8 credits)**

Through these courses, students gain knowledge essential for today's global society, recognizing that human cultures are specific to time and place and that the practices and values of different societies vary widely. By gaining greater understanding of diverse cultural products, students will be better able to understand the world today and their own place in it. Students take two courses in different subjects studied from the perspectives of the arts and humanities, exploring culture and society from different perspectives. In these courses, students learn how to analyze the products of human cultures, including works of art, music, literature, philosophy and history. Students engage critically with such works through exposure to the vocabulary, concepts and methods used to analyze those works. Students explore how ideas and creative expressions both shape and are shaped by human experiences. Students who are CAHSS majors/minors may apply one Analytical Inquiry: Society and Culture course (four credits) per major/minor program to partially satisfy both major/minor and Common Curriculum requirements if that course is listed as meeting the outcomes of a section of the Common Curriculum requirements. Non-music majors may take up to four one-credit ensembles towards this requirement.

### **Scientific Inquiry: The Natural and Physical World (p. 78)**

#### **3 sequential courses (12 credits)**

Science and technology play increasing roles in the most profound challenges and the greatest opportunities that we face as global societies. Gaining knowledge of the practice and promise of science is an essential responsibility of each educated citizen. While science provides the most thoroughly tested tools for developing accurate knowledge of nature, developing technologies shape our daily living and provide opportunities to ask questions that were not imaginable by previous generations. Courses provide students with a three-quarter experience that builds knowledge and application of scientific approaches in one core area. The three-quarter format with accompanying laboratories allows in-depth explorations that have significant social implications and that encourage development of reasoning skills and reflective judgment. By working between classroom and laboratory to understand the nature of science in the natural and physical world, students will apply scientific methods, analyze and interpret data, and justify conclusions where evidence is conflicting. Students will also explore the strengths and weaknesses of scientific knowledge and reflect on the connections between the natural sciences, developing technologies and other ways of knowing and constructing human experiences. Students in the BM degree program may choose between eight credits in the Language requirement or eight credits in the Scientific Inquiry: The Natural and Physical World requirement. Students in the BFA meet this requirement through eight credits taken in two sequential courses.

### **Scientific Inquiry: Society and Culture (p. 83)**

#### **2 course minimum (8 credits)**

Knowledge of principles of human functioning and conduct in social and cultural contexts is essential for living in a culturally diverse and interdependent society. Understanding scientific approaches to discovering these principles enhances informed decisions for the public good and provides a way of thinking about problems and issues that complements other areas of inquiry and experiences. Through taking courses in this area,

students learn about principles of human functioning and conduct in social and cultural contexts and come to understand how these are studied using scientific methods. Students take two courses in different subjects studied from the perspectives of the social sciences; they are thus exposed to varying approaches and levels of analysis (e.g., physiological, evolutionary, mental, social and cultural processes). Students who are CAHSS majors/minors may apply one Scientific Inquiry: Society and Culture course (4 credits) per major/minor program to partially satisfy both major/minor and Common Curriculum requirements.

## Advanced Seminar

### 1 course (4 credits)

While knowledge and professional skills found in a student’s major and minor are important foundations for accomplishment, successful individuals also must be able to navigate a complex political, social, cultural and economic environment that challenges more traditionally limited concepts of higher education and competencies. To help students better understand the demands of contemporary life, instructors teach an Advanced Seminar (p. 118) (ASEM) based in their area of expertise and passion. The topic will be approached from multiple perspectives in a course designed for non-majors. Studying in this setting, students demonstrate their ability to integrate different perspectives and synthesize diverse ideas through intensive writing on that topic. This course must be taken at the University of Denver. Students must complete all other Common Curriculum requirements before taking the Advanced Seminar.

#### AREAS OF INQUIRY

	The Natural & Physical World	Society & Culture
<b>First-Year Seminar</b>	4 credits In these courses, students will <ul style="list-style-type: none"> <li>• demonstrate what it means to be an active member of an intellectual community by meeting rigorous academic expectations through critical reading, discussion, research and/or writing;</li> <li>• practice newly acquired skills in an active learning environment where writing, performing, laboratory experiments, quantitative analyses or other forms of experiential and/or creative activities will shape the goals and activities of the seminar.</li> </ul>	
<b>Writing &amp; Rhetoric</b>	8 credits In these courses, students will <ul style="list-style-type: none"> <li>• analyze strategies used in a variety of rhetorical situations and employ those principles in their own writings and communications;</li> <li>• analyze research and writing strategies used in a range of academic traditions and use those strategies in their own writings;</li> <li>• adapt, to specific situations, a strong repertory of writing processes, including generating, shaping, revising, editing, proofreading and working with other writers.</li> </ul>	
<b>Language</b>	4-12 sequential credits In these courses, students will <ul style="list-style-type: none"> <li>• based on writing samples at the start and end of the first year of language, students will demonstrate increased proficiency in a language of choice in a specific skill (e.g., writing, speaking, listening or reading);</li> <li>• demonstrate proficiency in learning about a culture as embodied in a skill (e.g., writing, speaking, listening or reading) in a language of choice.</li> </ul>	
<b>Ways of Knowing: Analytical Query</b>	4 credits In these courses, students will <ul style="list-style-type: none"> <li>• apply formal reasoning, mathematics or computational science approaches to problem solving within mathematics or computational science, and other disciplines;</li> <li>• understand and communicate connections between different areas of logic, mathematics or computational science, or their relevance to other disciplines;</li> <li>• communicate formalisms in logic, mathematics or computing sciences.</li> </ul>	8 credits In these courses from two different disciplines, students will <ul style="list-style-type: none"> <li>• demonstrate the ability to create or interpret the texts, ideas or artifacts of human culture;</li> <li>• identify and analyze the connections between texts, ideas or cultural artifacts and the human experience and/or perception of the world.</li> </ul>

**Ways of Knowing: Scientific Inquiry**

12 sequential credits

In these courses, students will

- apply knowledge of scientific practice to evaluate evidence for scientific claims;
- demonstrate an understanding of science as an iterative process of knowledge generation with inherent strengths and limitations;
- demonstrate skills for using and interpreting qualitative and quantitative information.

8 credits

In these courses from two different disciplines, students will

- describe basic principles of human functioning and conduct in social and cultural contexts;
- describe and explain how social scientific methods are used to understand these underlying principles.

**Advanced Seminar**

4 credits

In these courses, students will

- integrate and apply knowledge and skills gained from Common Curriculum courses to new settings and complex problems;
- write effectively, providing appropriate evidence and reasoning for assertions.

## Bachelor of Arts (BA)

### Total Credits Required for the BA: 183

Code	Title	Credits
<b>Common Curriculum</b>		
	First-Year Seminar	4
	Writing and Rhetoric	8
	Languages	4-12
	Analytical Inquiry: The Natural and Physical World	4
	Analytical Inquiry: Society and Culture	8
	Scientific Inquiry: The Natural and Physical World	12
	Scientific Inquiry: Society and Culture	8
	Advanced Seminar	4
<b>Major Requirements</b>		
	Planned program of courses	40-60
<b>Minor Requirements</b>		
	Second area of concentration	20-28
<b>Electives</b>		
	Remaining hours of student's choice	51-71
<b>Total Credits</b>		<b>183</b>

## Major and Minor Requirements

The major (40–60 credits) is a planned program of courses taken in one department or, in the case of an interdisciplinary major, a program of related courses taken in more than one department. For the bachelor of arts, at least 40 credits are required in the major. Individual departments may establish a greater number of required hours. (See departmental listing for details.) Of these, at least 25 credits must be in 2000- or 3000-level (upper-division) courses.

The minor (20–28 credits) is a program of courses in a second area of concentration. Individual departments may establish a greater number of required hours. (See departmental listing for details.) Of these, at least 5 credits must be in 2000- or 3000-level (upper-division) courses.

- The GPA in the major and the minor must be at least 2.0 with the exception of the bachelor of science in accounting which requires a GPA of at least 2.5.
- Credits in the major and the minor must be earned at the level of “C–” or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

Visit the Degree and Program of Study (p. 35) section of this bulletin for information on major and minor programs of study available with the bachelor of arts degree.

## Double Major

For the bachelor of arts, students may choose majors in two departments and eliminate the minor.

## Credit Hour POLICy

- A total of 60 credits earned in any one department is the maximum accepted toward meeting the minimum 183 credits for the degree. (Exception: BA with a major in music.)

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## Degree GPA Requirement

- Students must earn a minimum GPA of 2.0 with the exception of the bachelor of science in accounting which requires a minimum GPA of 2.5.

## Residence Requirement

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.

## Bachelor of Fine Arts (BFA)

### Total Credits Required for the BFA: 189-192

Code	Title	Credits
<b>Common Curriculum</b>		
	First-Year Seminar	4
	Writing and Rhetoric	8
	Analytical Inquiry: The Natural and Physical World	4
	Analytical Inquiry: Society and Culture	8
	Scientific Inquiry: The Natural and Physical World	8
	Scientific Inquiry: Society and Culture	8
	Advanced Seminar	4
<b>Major Requirements</b>		
	See department listing for specific courses.	110-135
<b>Minor</b>		
	A minor is not required for the degree but may be completed if desired.	
<b>Electives</b>		
	Remaining hours of student's choice	13-35
<b>Total Credits</b>		<b>192</b>

## Major and Minor Requirements

- The GPA in the major and the minor must be at least 2.0 with the exception of the bachelor of science in accounting which requires a GPA of at least 2.5.
- Credits in the major and the minor must be earned at the level of "C–" or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

Visit the Degree and Program of Study (p. 35) section of this bulletin for information on major and minor programs of study available with the bachelor of fine arts degree.

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## Degree GPA Requirement

- Students must earn a minimum GPA of 2.0 with the exception of the bachelor of science in accounting which requires a minimum GPA of 2.5.

## Residence Requirement

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.

# Bachelor of Music (BM)

## Total Credits Required for the BM: 194

Code	Title	Credits
<b>Common Curriculum</b>		
	First-Year Seminar	4
	Writing and Rhetoric	8
	Language (or option of Scientific Inquiry: Natural and Physical World)	8
	Analytical Inquiry: The Natural and Physical World	4
	Analytical Inquiry: Society and Culture	8
	Scientific Inquiry: The Natural and Physical World (or option of Language)	8
	Scientific Inquiry: Society and Culture	8
	Advanced Seminar	4
<b>Major Requirements</b>		
	See department for specific courses.	128-132
<b>Minor</b>		
	A minor is not required for the degree but may be completed if desired.	
<b>Electives</b>		
	Electives may be music or non-music courses.	18-22
<b>Total Credits</b>		<b>194</b>

Specific status sheets for the various BM programs may be obtained from the Lamont School of Music.

Due to the high number of credits required for this degree, students who wish to double major in the BM program are allowed to share credits & requirements across two majors.

## Non-Course Requirements

Please consult the individual pages in the Bulletin for each major within the BM degree as well as the Lamont Student Handbook for details regarding all non-course requirements.

## Major and Minor Requirements

- The GPA in the major and the minor must be at least 2.0 with the exception of the bachelor of science in accounting which requires a GPA of at least 2.5.
- Credits in the major and the minor must be earned at the level of "C–" or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

Visit the Degree and Program of Study (p. 35) section of this bulletin for information on major and minor programs of study available with the bachelor of music degree.

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## Degree GPA Requirement

- Students must earn a minimum GPA of 2.0 with the exception of the bachelor of science in accounting which requires a minimum GPA of 2.5.

## Residence Requirement

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.

# Bachelor of Science (BS)

## Total Credits Required for the BS: 183

Code	Title	Credits
<b>Common Curriculum</b>		
	First-Year Seminar	4
	Writing and Rhetoric	8
	Languages	4-12
	Analytical Inquiry: The Natural and Physical World	4
	Analytical Inquiry: Society and Culture	8
	Scientific Inquiry: The Natural and Physical World	12
	Scientific Inquiry: Society and Culture	8
	Advanced Seminar	4
<b>Major</b>		
	At least 25 credits must be 2000- and 3000-level courses	45
	Minor 1	15-28
	Minor 2	15-28
<b>Electives</b>		
	Remaining hours of student's choice	42-56
<b>Total Credits</b>		<b>183</b>

## Major and Minor Requirements

In the bachelor of science curriculum, at least 45 credits are required for the major. Of these, at least 25 must be in 2000- and 3000-level courses. Minors approved for the BS degree range from 15–28 credits each. Students pursuing a BS degree must complete a major and two minors or two majors and one minor. One minor must be in one of the following disciplines: Astrophysics, Biological Sciences, Chemistry, Computer Science, Computer Engineering, Electrical Engineering, Environmental Science, Geography, Geographic Information Science, Geology, Human Health Science & Systems, Mathematics, Mechanical Engineering, Medical Physics, Physics, and Psychology. Students who double major in BS programs can use the second major in place of one of the listed minors.

- The GPA in the major and the minor must be at least 2.0 with the exception of the bachelor of science in accounting which requires a GPA of at least 2.5.
- Credits in the major and the minor must be earned at the level of “C–” or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

Visit the Degree and Program of Study (p. 35) section of this bulletin for information on major and minor programs of study available with the bachelor of science degree.

## Area Major

The area major meets the needs of students whose interests require a broad program of related interdepartmental study. As such, students in area majors are not required to complete the minor requirement. At this time, the only area major available for bachelor of science students is environmental science.

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## Degree GPA Requirement

- Students must earn a minimum GPA of 2.0 with the exception of the bachelor of science in accounting which requires a minimum GPA of 2.5.

## Residence Requirement

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.



# Bachelor of Science in Accounting (BSAcc)

## Total Credits Required for the BSAcc: 186

Code	Title	Credits
<b>Common Curriculum</b>		
	First-Year Seminar	4
	Writing and Rhetoric	8
	Language	4-12
	Analytical Inquiry: The Natural and Physical World	4
	Analytical Inquiry: Society and Culture	8
	Scientific Inquiry: The Natural and Physical World	12
	Scientific Inquiry: Society and Culture	8
	Advanced Seminar	4
<b>Additional Non-Business Requirements</b>		
ECON 1020	Economics: A Critical Introduction <sup>1</sup>	4
MATH 1200 or MATH 1951	Calculus for Business and Social Sciences <sup>2</sup> Calculus I	4
International Component approved by the student's major advisor		
<b>Business Core Requirements</b>		
BUS 1440	The Fourth Industrial Revolution	4
BUS 1099	Daniels Professional Development Program Part I	0
INFO 1010	Analytics I: Data Management and Analysis	4
INFO 1020	Analytics II: Business Statistics and Analysis	4
MGMT 2100	Leading High Performance Organizations	4
MKTG 2800	Introduction to Marketing	4
LGST 2000	Foundations of Business Law	4
INFO 2020	Analytics III: Business Modeling and Analysis	4
ACTG 2200	Introduction to Financial Reporting	4
ACTG 2300	Accounting for Decision Making	4
FIN 2800	Financial Decision Making	4
BUS 3000	Strategic Business Communications	4
BUS 2099	Daniels Professional Development Program Part II	0
MGMT 3000	Business Policy and Strategy	4
BUS 3099	Daniels Professional Development Program Part 3 (Daniels Professional Development Program Part III)	0
BUS 3800	Business for the Public Good	4
<b>Additional Degree Requirements</b>		
ITEC 3155	Business Data Skills and Concepts	4
<b>Choose 4 credits from the following:</b>		
ACTG 3130	RPA in the Business and Accounting Environment	4
ACTG 3620	Accounting Ethics	
ACTG 3740	Valuation and Modeling	
FIN 3200	Corporate Financial Problems	
INFO 3100	Automating Business Processes	
<b>Major Requirements</b>		
See department page for major requirements.		40
<b>Minor</b>		
A minor is not required for the degree but may be completed if desired.		
<b>Electives</b>		
Remaining credits of student's choice.		26-36
<b>Total Credits</b>		<b>186</b>

<sup>1</sup> this course may be used to fulfill a portion of the Scientific Inquiry: Society and Culture requirement

<sup>2</sup> either of these courses may be used to complete the Analytical Inquiry: The Natural and Physical World requirement

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## General Policies

- At least 50 percent of required business courses for the degree must be completed at the University of Denver.
- Students must earn a minimum GPA of 2.5 overall, in all business courses and in the major.
- Students must earn a minimum grade of "C-" in their additional non-business and business core requirements.

## Residence Requirement

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.

## Student International Experience Requirement

Business students must be prepared to interact with persons from other cultures and manage in circumstances where business practices and social conventions are different from the student's native country. To meet this requirement, all students entering DU fall 2006 or thereafter must fulfill an international experience before they can graduate as a business major.

The preference is for a student to study abroad through the Cherrington Global Scholars program, but students may meet this requirement by completing any DU-approved study abroad program (HPM majors must study abroad). International students meet this requirement by virtue of studying at DU. If travel is not possible, a student can satisfy this requirement by earning a grade of C- in any of the following courses:

ACTG 3284	Consolidated Financial Statement	2
ACTG 3285	Accounting for Foreign Operations	2
ACTG 3701	Topics in Accounting (International Accounting travel course)	4
ACTG 4284	Consolidated Financial Statements	2
ACTG 4285	Accounting for Foreign Operations	2
ECON 2610	International Economics	4
ECON 3610	International Trade Theory & Policy	4
FIN 3410	Multinational Financial Management	4
LGST 3600	Business and Global Values	4
LGST 3700	International Business Law	4
MGMT 2420	Global Management	4
MKTG 3380	Supply Chain Management	4
MKTG 3630	International Marketing	4
MKTG 3635	International Consumer Behavior	4
REAL 3140	International Immersion in the Built Environment	4
Any INTS (International Studies) course		4

## Pre-Business Pathways

Applicants who wish to pursue an undergraduate business major in Daniels must first apply to, and be accepted by, the University of Denver. The application to the university serves as the Daniels College of Business application for students who indicate business as their intended major on their application to DU. Students will be considered for direct admission to Daniels when accepted to the University of Denver. If applicants are not directly admitted through the DU application process, they are encouraged to work through the fast track or pre-business pathways as an enrolled student.

There are three possible admission routes into Daniels:

1. Secure direct admission upon application to the University of Denver, based on indication of business interest on application and overall strength of application credentials. Transfer applicants are evaluated on GPA, transfer coursework (with strong preference for calculus-level math), and work experience; or
2. Earn Fast Track admission upon completing two quarters as a full-time student at DU with a 3.5 cumulative GPA or higher, including successful completion (C- or higher) of MATH 1200 Calculus for Business and Social Sciences or MATH 1951 Calculus I; or
3. Pursue the Pre-Business Pathway through the successful completion (C- or higher) of the following: BUS 1440 The Fourth Industrial Revolution, BUS 1099 Daniels Professional Development Program Part I, ECON 1020 Economics: A Critical Introduction, INFO 1010 Analytics I: Data Management and Analysis, INFO 1020 Analytics II: Business Statistics and Analysis, MATH 1200 Calculus for Business and Social Sciences or MATH 1951 Calculus I, in addition to Microsoft Certifications for Excel, Word, and PowerPoint (obtained through INFO 1011 and INFO

1021 as co-requisite labs to INFO 1010 and INFO 1020, respectively). A 2.5 minimum cumulative GPA is required to apply. Application are accepted on a rolling basis throughout the year, once applicants have fulfilled all requirements.

This sample quarter-by-quarter course plan (<http://bulletin.du.edu/courseplan/>) outlines recommended paths for completing the courses required to earn Fast Track admission or to apply to Daniels. Successful completion of the Pre-Business Pathway guarantees admission to Daniels. Students will not have to re-apply or submit additional materials in tandem with the above requirements.

Please refer to the Daniels website (<http://daniels.du.edu> (<http://daniels.du.edu/>)) for specific information related to the admission process and requirements. Students needing special accommodations should contact University Disability Services at [dsp@du.edu](mailto:dsp@du.edu) ([dsp@du.edu?subject=](http://www.du.edu/studentlife/disability)), 303-871-3939 or [www.du.edu/studentlife/disability](http://www.du.edu/studentlife/disability) (<http://www.du.edu/studentlife/disability/>).

## Bachelor of Science in Business Administration (BSBA)

### Total Credits Required for the BSBA: 185

Code	Title	Credits
<b>Common Curriculum</b>		
	First-Year Seminar	4
	Writing and Rhetoric	8
	Language	4-12
	Analytical Inquiry: The Natural and Physical World	4
	Analytical Inquiry: Society and Culture	8
	Scientific Inquiry: The Natural and Physical World	12
	Scientific Inquiry: Society Culture	8
	Advanced Seminar	4
<b>Additional Non-Business Requirements</b>		
ECON 1020	Economics: A Critical Introduction <sup>1</sup>	4
MATH 1200 or MATH 1951	Calculus for Business and Social Sciences <sup>2</sup> Calculus I	4
<b>All students must complete an international component as approved by their advisor.</b>		
<b>Business Core Requirements</b>		
BUS 1440	The Fourth Industrial Revolution	4
BUS 1099	Daniels Professional Development Program Part I	0
INFO 1010	Analytics I: Data Management and Analysis	4
INFO 1020	Analytics II: Business Statistics and Analysis	4
MGMT 2100	Leading High Performance Organizations	4
MKTG 2800	Introduction to Marketing	4
LGST 2000	Foundations of Business Law	4
INFO 2020	Analytics III: Business Modeling and Analysis	4
ACTG 2200	Introduction to Financial Reporting	4
ACTG 2300	Accounting for Decision Making	4
FIN 2800	Financial Decision Making	4
BUS 3000	Strategic Business Communications	4
BUS 2099	Daniels Professional Development Program Part II	0
MGMT 3000	Business Policy and Strategy	4
BUS 3099	Daniels Professional Development Program Part 3 (Daniels Professional Development Program Part III)	0
BUS 3800	Business for the Public Good	4
<b>Major Requirements</b>		
	See section below	32-52
<b>Minor</b>		
	Although a minor is not required for BSBA students, they may complete any minor (except business administration)	
<b>Electives</b>		
	Remaining hours of student's choice	
<b>Total Hours</b>		<b>185</b>

<sup>1</sup> this course may be used to fulfill a portion of the Scientific Inquiry: Society and Culture requirement

<sup>2</sup> either of these courses may be used to complete the Analytical Inquiry: The Natural and Physical World requirement

## Major Requirements

Major requirements generally consist of 32–52 credits.

Visit the Degree and Program of Study (p. 35) section of this bulletin for information on major and minor programs of study available with the bachelor of science in business administration degree.

## Double Major

BSBA students may also complete a double major, combining two of the majors previously listed for the BSBA.

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## General Policies

- At least 50 percent of required business courses for the degree must be completed at the University of Denver.
- Students must earn a minimum GPA of 2.0 ("C") overall, in all business courses and in the major.
- Students must earn a minimum grade of "C-" in their additional non-business and business core requirements.

## Residence Requirement

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.

## Pre-Business Pathways

Applicants who wish to pursue an undergraduate business major in Daniels must first apply to, and be accepted by, the University of Denver. The application to the university serves as the Daniels College of Business application for students who indicate business as their intended major on their application to DU. Students will be considered for direct admission to Daniels when accepted to the University of Denver. If applicants are not directly admitted through the DU application process, they are encouraged to work through the fast track or pre-business pathways as an enrolled student.

There are three possible admission routes into Daniels:

1. Secure direct admission upon application to the University of Denver, based on indication of business interest on application and overall strength of application credentials. Transfer applicants are evaluated on GPA, transfer coursework (with strong preference for calculus-level math), and work experience; or
2. Earn Fast Track admission upon completing two quarters as a full-time student at DU with a 3.5 cumulative GPA or higher, including successful completion (C- or higher) of MATH 1200 Calculus for Business and Social Sciences or MATH 1951 Calculus I; or
3. Pursue the Pre-Business Pathway through the successful completion (C- or higher) of the following: BUS 1440 The Fourth Industrial Revolution, BUS 1099 Daniels Professional Development Program Part I, ECON 1020 Economics: A Critical Introduction, INFO 1010 Analytics I: Data Management and Analysis, INFO 1020 Analytics II: Business Statistics and Analysis, MATH 1200 Calculus for Business and Social Sciences or MATH 1951 Calculus I, in addition to Microsoft Certifications for Excel, Word, and PowerPoint (obtained through INFO 1011 and INFO 1021 as co-requisite labs to INFO 1010 and INFO 1020, respectively). A 2.5 minimum cumulative GPA is required to apply. Application are accepted on a rolling basis throughout the year, once applicants have fulfilled all requirements.

This sample quarter-by-quarter course plan (<http://bulletin.du.edu/courseplan/>) outlines recommended paths for completing the courses required to earn Fast Track admission or to apply to Daniels. Successful completion of the Pre-Business Pathway guarantees admission to Daniels. Students will not have to re-apply or submit additional materials in tandem with the above requirements.

Please refer to the Daniels website (<http://daniels.du.edu> (<http://daniels.du.edu/>)) for specific information related to the admission process and requirements. Students needing special accommodations should contact University Disability Services at [dsp@du.edu](mailto:dsp@du.edu) ([dsp@du.edu?subject=](http://du.edu/dsp/)), 303-871-3939 or [www.du.edu/studentlife/disability](http://www.du.edu/studentlife/disability) (<http://www.du.edu/studentlife/disability/>).

## Student International Experience Requirement

Business students must be prepared to interact with persons from other cultures and manage in circumstances where business practices and social conventions are different from the student's native country. To meet this requirement, all students entering DU fall 2006 or thereafter must fulfill an international experience before they can graduate as a business major.

The preference is for a student to study abroad through the Cherrington Global Scholars program, but students may meet this requirement by completing any DU-approved study abroad program (HPM majors must study abroad). International students meet this requirement by virtue of studying at DU. If travel is not possible, a student can satisfy this requirement by earning a grade of C- in any of the following courses:

ACTG 3284	Consolidated Financial Statement	2
ACTG 3285	Accounting for Foreign Operations	2
ACTG 3701	Topics in Accounting (International Accounting travel course)	4
ACTG 4284	Consolidated Financial Statements	2
ACTG 4285	Accounting for Foreign Operations	2
ECON 2610	International Economics	4
ECON 3610	International Trade Theory & Policy	4
FIN 3410	Multinational Financial Management	4
LGST 3600	Business and Global Values	4
LGST 3700	International Business Law	4
MGMT 2420	Global Management	4
MKTG 3380	Supply Chain Management	4
MKTG 3630	International Marketing	4
MKTG 3635	International Consumer Behavior	4
REAL 3140	International Immersion in the Built Environment	4
Any INTS (International Studies) course		4

## Bachelor of Science in Chemistry (BSCh)

### Total Credits Required for the BSCh: 183

Code	Title	Credits
<b>Common Curriculum</b>		
	First-Year Seminar	4
	Writing and Rhetoric	8
	Language	4-12
	Analytical Inquiry: The Natural and Physical World	4
	Analytical Inquiry: Society and Culture	8
	Scientific Inquiry: The Natural and Physical World	12
	Scientific Inquiry: Society and Culture	8
	Advanced Seminar	4
<b>Additional Non-Chemistry Requirements</b>		
	Mathematics, including a year of calculus	20
	Physics	15
<b>Major Requirements</b>		
	See department listing for specific requirements.	60
<b>Minor is not required for the degree but may be completed if desired.</b>		
<b>Electives</b>		
	Electives in science and other fields	
<b>Total Hours</b>		<b>183</b>

## Major and Minor Requirements

- The GPA in the major and the minor must be at least 2.0 with the exception of the bachelor of science in accounting which requires a GPA of at least 2.5.
- Credits in the major and the minor must be earned at the level of "C–" or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## Degree GPA Requirement

- Students must earn a minimum GPA of 2.0 with the exception of the bachelor of science in accounting which requires a minimum GPA of 2.5.

**Residence Requirement**

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.

**Bachelor of Science in Computer Engineering (BSCpE)****Total Credits Required for the BSCpE: 198**

Code	Title	Credits
<b>Common Curriculum</b>		
First-Year Seminar		4
Writing and Rhetoric		8
Analytical Inquiry: The Natural and Physical World		4
Analytical Inquiry: Society and Culture		8
Scientific Inquiry: The Natural and Physical World		12
Scientific Inquiry: Society and Culture		8
Advanced Seminar		4
Mathematics and basic science requirements		
MATH 1951	Calculus I	4
MATH 1952	Calculus II	4
MATH 1953	Calculus III	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
PHYS 1211	University Physics I <sup>2</sup>	5
PHYS 1212	University Physics II <sup>2</sup>	5
PHYS 1214	University Physics III for Engineers <sup>2</sup>	4
<b>Major Requirements</b>		
Engineering curricula		75-83
<b>Minor</b>		
A minor is not required for the degree but may be completed if desired.		
Total Hours		192

<sup>1</sup> Required for BSME

<sup>2</sup> or equivalents

**Major and Minor Requirements**

- The GPA in the major and the minor must be at least 2.0 with the exception of the bachelor of science in accounting which requires a GPA of at least 2.5.
- Credits in the major and the minor must be earned at the level of "C–" or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

**Upper Division Requirement**

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

**Degree GPA requirement**

- Students must earn a minimum GPA of 2.0 with the exception of the bachelor of science in accounting which requires a minimum GPA of 2.5.

**Residence Requirement**

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.



# Bachelor of Science in Electrical Engineering (BSEE)

## Total Credits Required for the BSEE: 197

Total credits required for the BSEE with mechatronics concentration: 195

Code	Title	Credits
<b>Common Curriculum</b>		
First-Year Seminar		4
Writing and Rhetoric		8
Analytical Inquiry: The Natural and Physical World		4
Analytical Inquiry: Society and Culture		8
Scientific Inquiry: The Natural and Physical World		12
Scientific Inquiry: Society and Culture		8
Advanced Seminar		4
Mathematics and basic science requirements		
MATH 1951	Calculus I	4
MATH 1952	Calculus II	4
MATH 1953	Calculus III	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
PHYS 1211	University Physics I <sup>2</sup>	5
PHYS 1212	University Physics II <sup>2</sup>	5
PHYS 1214	University Physics III for Engineers <sup>2</sup>	4
<b>Major Requirements</b>		
Engineering curricula		75-83
<b>Minor</b>		
A minor is not required for the degree but may be completed if desired.		
Total Hours		195-197

<sup>1</sup> Required for BSME

<sup>2</sup> or equivalents

## Major and Minor Requirements

- The GPA in the major and the minor must be at least 2.0 with the exception of the bachelor of science in accounting which requires a GPA of at least 2.5.
- Credits in the major and the minor must be earned at the level of "C–" or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## Degree GPA Requirement

- Students must earn a minimum GPA of 2.0 with the exception of the bachelor of science in accounting which requires a minimum GPA of 2.5.

## Residence Requirement

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.

# Bachelor of Science in Mechanical Engineering (BSME)

## Total Credits Required for the BSME: 192

Code	Title	Credits
<b>Common Curriculum</b>		
First-Year Seminar		4
Writing and Rhetoric		8
Analytical Inquiry: The Natural and Physical World		4
Analytical Inquiry: Society and Culture		8
Scientific Inquiry: The Natural and Physical World		12
Scientific Inquiry: Society and Culture		8
Advanced Seminar		4
Mathematics and basic science requirements		
MATH 1951	Calculus I	4
MATH 1952	Calculus II	4
MATH 1953	Calculus III	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
PHYS 1211	University Physics I <sup>2</sup>	5
PHYS 1212	University Physics II <sup>2</sup>	5
PHYS 1214	University Physics III for Engineers <sup>2</sup>	4
<b>Major Requirements</b>		
Engineering curricula		91
<b>Minor</b>		
A minor is not required for the degree but may be completed if desired.		
Total Hours		192

<sup>1</sup> Required for BSME

<sup>2</sup> or equivalents

## Major and Minor Requirements

- The GPA in the major and the minor must be at least 2.0 with the exception of the bachelor of science in accounting which requires a GPA of at least 2.5.
- Credits in the major and the minor must be earned at the level of "C–" or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## Degree GPA Requirement

- Students must earn a minimum GPA of 2.0 with the exception of the bachelor of science in accounting which requires a minimum GPA of 2.5.

## Residence Requirement

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.

## Secondary Majors and Concurrent and Second Baccalaureate Degrees

### Secondary Majors

Secondary majors offer the opportunity to earn one baccalaureate degree in one program supplemented by a rich intellectual experience in a second field of specialization outside that primary program. The "secondary major" offers the option of studying two subjects from two different degree

programs while earning a baccalaureate degree in the first major without the requirement of earning a second baccalaureate degree in the secondary major.

Specifically, this option allows a student from one degree program to earn a secondary major from a participating department within a different program by fulfilling the requirements (normally 40–45 quarter hours) set forth by that participating department but without requiring students to complete additional courses that comprise that other program's core curriculum. Through the secondary major option, upon graduation, a student earns one baccalaureate degree from DU (through the fulfillment of all requirements from the student's primary degree program). Although that student will not be awarded a second degree, the student's transcript will reflect that he or she earned a secondary major in that second area of study.

As an illustration, if a BS in computer science student wishes to earn a secondary major in philosophy, he or she will need to satisfy all of the requirements of both the BS degree in computer science and the secondary major in philosophy. The student will graduate with a "BS in Computer Science." The transcript will note that the student earned a BS degree in Computer Science with a Secondary Major in Philosophy. Secondary majors are not eligible for Latin Honors.

A current list of secondary majors may be found under the Degrees and Programs of Study (p. 35) section.

## Concurrent Baccalaureate Degree

Students who wish to pursue two separate undergraduate degrees simultaneously should request an approval form from the Center for Academic and Career Development. A concurrent degree is different than a double major where the majors are within the same degree. Students must work with advisors in both degree areas to establish an academic plan for completing requirements for both degrees. Students should submit the form and their academic plan to the registrar's office for final approval.

A student who wants to pursue concurrent undergraduate degrees must complete the following:

- a minimum of 228 quarter hours (Note: Certain degrees may require additional hours.)
- all University requirements for both degrees (Common Curriculum requirements need only be completed once, but any unique requirements for each degree program must be met)
- major and minor requirements as defined by the appropriate departments and schools
- academic good standing at the time of graduation (GPA of 2.0 or higher as required by the degree programs)

## Second Baccalaureate Degree

A student with a bachelor's degree from an accredited college or university who wants to earn a second bachelor's degree from the University of Denver must meet normal admission requirements and complete the following:

- residence requirement of at least 45 quarter hours (one year of full-time study)
- major and minor requirements as defined by the appropriate departments and schools
- undergraduate degree requirements (p. 88)
- academic good standing (GPA of 2.0 or higher) at the time of graduation (Note: The accounting program requires a higher GPA.)
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

Courses taken for the first degree may apply as part of the University of Denver undergraduate requirements for the second degree. Courses previously taken and now being applied to the major or minor are allowed with permission of the chair of the appropriate department. In general, courses used for a minor in the first degree may be built on for a major in the second degree. However, the major in the first degree cannot count as a minor for the second.

Possession of a bachelor's degree does not automatically fulfill the common degree requirements as defined by the University.

# University College Bachelor of Arts Completion Program

## Program Outcomes

The Bachelor of Arts Completion Program grew from the input of business, government, and community leaders, and the design meets learning outcomes critical for your success at work while fostering life-long learning. According to the National Association of Colleges and Employers, the top skills and qualities sought in job candidates by employers include verbal and written communication skills, strong work ethic, teamwork skills, analytical skills, and initiative. The Bachelor of Arts Completion Program enhances these skills through six critical outcomes that will have a lasting effect throughout your career and personal life:

- **Creativity:** the ability to conceptualize and rework problems and to generate solutions to those problems.
- **Critical thinking:** the skill of analyzing and defining issues, developing an appreciation for multiple viewpoints, and generating well-crafted arguments.
- **Knowledge utilization:** the ability to find useful information, ideas, concepts and theories; to synthesize them and build on them; and to apply them in the workplace as well as in personal life.

- **Decision making:** the ability to analyze options and outcomes for decisions in terms of their values and effects and to make decisions that are rational, legal, and ethical.
- **Empowerment:** the confidence that comes from knowing how to act, when to act, and how to respond to the opportunities and constraints that affect your efforts to get things done. With a sense of empowerment comes the ability to lead and to bring about change for the good.
- **Effective communication:** knowing your audience and learning how to empathize with them; reading, writing, and speaking effectively; making presentations that are persuasive and entertaining; and arguing to powerful effect.

## Bachelor of Arts Completion Program Degree Requirements

The Bachelor of Arts Completion Program (BACP) enables adult working professionals employed in business, government, and not-for-profit organizations to complete the BA degree and acquire the intellectual skills associated with a liberal arts education. It offers students an adult-level education that is interdisciplinary and problem-based, emphasizing the multiple skills needed to be creative, effective, and successful in a highly competitive and global society.

### Common Learning Experience

The Common Learning curriculum includes ten carefully selected courses in five areas where students can sharpen their skills and develop essential knowledge needed for thriving in the knowledge age. The common learning courses are a set of interdisciplinary courses for people who have been in the working world and are highly motivated. Interdisciplinary simply means that the perspectives and materials of several disciplines have been brought together in the design of each course. These courses provide a common foundational experience for instruction in advanced courses. The Common Learning Experience will help students learn how to learn, think critically, and improve communication skills, which will serve them in their future academic and professional careers.

### The Experience with Your Major

The major builds on the Common Learning Experience and provides a way for students to specialize and pursue their interests. In most colleges and universities, the major is comparable to studying in an academic discipline, but at University College, your major is interdisciplinary; it draws on several disciplines especially useful for exploring the topics in that major. Students will become conversant with key knowledge in the arts and sciences disciplines, and it will be packaged in a way that helps them to examine key topics in an interdisciplinary field of study. The chief purpose of the major is to provide opportunities for learning how to draw on various liberal arts and professional disciplines when addressing real-world problems within organizations and society.

There are six majors from which to choose:

- Communication Arts (p. 687)
- Transportation and Supply Chain (p. 698)
- Global Studies (p. 688)
- Healthcare Administration (p. 691)
- Information Technology (p. 693)
- Leadership and Organization Studies (p. 695)

At University College, students have a fresh academic start as the first 96 transferable quarter credits (64 semester hour credits) apply toward a University of Denver bachelor's degree. University College welcomes past undergraduate credit to be put directly toward the completion of the degree. Bachelor of Arts Completion Program students will choose a major that relates to their interests and career focus, gaining real-world skills they can begin using right away. An opportunity to complete both the bachelor's degree and a master's degree is available to Bachelor of Arts Completion Program students, who can pursue a dual degree to reduce the time and cost of earning both degrees.

The following academic policies apply to major requirements for bachelor's students at the University.

- The GPA must be at least 2.0.
- Credits in the major must be earned at the level of "C–" or better.

## Bachelor of Arts (BA)

### Total Credits Required for the BA: 180

<b>Transfer Course Work</b>		<b>40-135</b>
BACP 2050	Writing Workshop	4
<b>Common Learning Experience (40 credits)</b>		
CA 2050	Effective Communication	4
CA 2100	Creativity and Innovation	4

LOS 2050	Organizational Behavior	4
LOS 2100	Leadership	4
PPSS 2050	Ethical Decision Making	4
PPSS 2100	Concepts of the Public Good	4
ST 2050	Scientific & Critical Thinking	4
ST 2100	The Digital Age	4
GS 2050	21st Century Global Issues	4
GS 2100	The Past as Prologue	4

<b>Major Requirements</b>		<b>40-48</b>
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Planned program of courses

<b>Electives</b>		<b>0-56</b>
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Remaining credits to meet minimum 180 for the degree

<b>Total Credits</b>		<b>180-188</b>
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## Major Requirements

- Credits in the major and the minor must be earned at the level of “C–” or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.

## Upper Division Requirement

- Of the total credits required for the degree, at least 75 must be upper-division courses at the 2000- or 3000-level.

## Credit Earned through Examinations

Credit for the same course will only be awarded once (i.e. no duplicate credit for the same class from two different exams)

A maximum of 45 quarter hours can be awarded for all AP and IB credit.

## Advanced Placement (AP)

Through the College Entrance Examination Board (CEEB) program, the University of Denver grants credit to secondary school students who complete an AP examination with appropriate scores. Placement and/or credit is granted in courses commonly taught at the first-year level. Departments of the University vary in their score requirements for credit and placement. The following table identifies the amount and placement of AP credit, **please pay particular attention to the footnotes**<sup>1</sup>.

Courses listed as 1XXX or 2XXX signify elective credit within that subject.

*Note:* This table was prepared based on Spring 2024 exams. The credit in this table is for students who begin classes at DU in the 2024-2025 academic year. Students who started at DU in previous academic years must refer to the tables in the catalog for that year to find the appropriate credit.

AP score	5	4	3	Common Curriculum
African American Studies <sup>2</sup>	4 credits, (HIST 1XXX)	4 credits, (HIST 1XXX)		Analytical Inquiry: Society & Culture and/or Critical Race & Ethnic Studies minor credit
Art History	4 credits (ARTH 2801), & 4 credits (ARTH 2802)	4 credits (ARTH 2801)		Analytical Inquiry: Society & Culture
Studio Art (2D Design)	4 credits (ARTS 1100)	4 credits (ARTS 1100)		
Studio Art (3D Design)	4 credits (ARTS 1200)	4 credits (ARTS 1200)		
Studio Art (Drawing)	4 credits (ARTS 1250)	4 credits (ARTS 1250)		
Biology	5 credits (BIOL 1011/ BIOL 1021); & 5 credits (BIOL 1010/ BIOL 1020)	5 credits (BIOL 1011, BIOL 1021)		Scientific Inquiry: The Natural & Physical World
Calculus AB	4 credits (MATH 1951) <sup>3</sup>	4 credits (MATH 1951) <sup>3</sup>		Analytical Inquiry: The Natural & Physical World
Calculus BC	4 credits (MATH 1951) <sup>3</sup> ; & 4 credits (MATH 1952); & 4 credits (MATH 1953)	4 credits (MATH 1951) <sup>3</sup> ; & 4 credits (MATH 1952)	4 credits (MATH 1951) <sup>3</sup>	Analytical Inquiry: The Natural & Physical World

Chemistry	4 credits (CHEM 1010, CHEM 1240); & 4 credits (CHEM 1020, CHEM 1250); & 4 credits (CHEM 1XXX)	4 credits (CHEM 1010, CHEM 1240)		Scientific Inquiry: The Natural & Physical World
Computer Science A	4 credits (COMP 1351); & 4 credits (COMP 1XXX)	4 credits (COMP 1351)		Analytical Inquiry: The Natural & Physical World
Computer Science Principles	4 credits (COMP 1XXX)	4 credits (COMP 1XXX)		
Macroeconomics	4 credits (ECON 1020)	4 credits (ECON 1020)		Scientific Inquiry: Society & Culture
Microeconomics	4 credits (ECON 1030)	4 credits (ECON 1030)		
English Language	4 credits (ENGL 1XXX); & 4 credits (WRIT 1122) <sup>3</sup>	4 credits (WRIT 1122) <sup>3</sup>	Advanced Standing <sup>4</sup>	
English Literature	4 credits (ENGL 1110); & 4 credits (WRIT 1122) <sup>3</sup>	4 credits (ENGL 1110)	Advanced Standing <sup>4</sup>	ENGL 1110 earns Analytical Inquiry: Society & Culture
Environmental Science	4 credits, (ENVI 1XXX)	4 credits, (ENVI 1XXX)		Scientific Inquiry: The Natural & Physical World
Language <sup>5</sup> or Literature <sup>5</sup>	4 credits (LANG 2XXX); & 4 credits (LANG 2XXX); & 4 credits (LANG 2XXX)	4 credits (LANG 2XXX); & 4 credits (LANG 2XXX)	4 credits (LANG 2XXX)	Subject code will change to reflect specific language (ex. French = FREN 2XXX)
History <sup>2</sup> (U.S., European, or World) <sup>2</sup>	4 credits, (HIST 1XXX)	4 credits, (HIST 1XXX)		Analytical Inquiry: Society & Culture
Human Geography	4 credits (GEOG 1410); & 4 credits (GEOG 1XXX)	4 credits (GEOG 1410)		Scientific Inquiry: Society & Culture
Music <sup>6</sup>	4 credits (MUAC 1XXX); & 4 credits (MUAC 1XXX)	4 credits (MUAC 1XXX); & 4 credits (MUAC 1XXX)		
Physics 1	5 credits (PHYS 1111)	5 credits (PHYS 1111)		Scientific Inquiry: Natural & Physical World
Physics 2	5 credits (PHYS 1113)	5 credits (PHYS 1113)		Scientific Inquiry: Natural & Physical World
Physics 1 and 2	5 credits (PHYS 1111); & 5 credits (PHYS 1112); & 5 credits (PHYS 1113)	5 credits (PHYS 1111); & 5 credits (PHYS 1112); & 5 credits (PHYS 1113)		Scientific Inquiry: Natural & Physical World
Physics C (Mechanics)	5 credits (PHYS 1211)	5 credits (PHYS 1211)		Scientific Inquiry: Natural & Physical World
Physics C (Elec/Mag)	5 credits (PHYS 1213)	5 credits (PHYS 1213)		Scientific Inquiry: Natural & Physical World
Physics C (Mech & Elec/Mag)	5 credits (PHYS 1211); & 5 credits (PHYS 1213)	5 credits (PHYS 1211); & 5 credits (PHYS 1213)		Scientific Inquiry: Natural & Physical World
Government & Politics (U.S.)	4 credits (PLSC 1000)	4 credits (PLSC 1000)		Scientific Inquiry: Society & Culture
Government & Politics (Comparative)	4 credits (PLSC 1110)	4 credits (PLSC 1110)		Scientific Inquiry: Society & Culture
Psychology	4 credits (PSYC 1001); & 4 credits, (PSYC 1XXX)	4 credits (PSYC 1001)		Scientific Inquiry: Society & Culture
Research	4 credits (WRIT 1133)	4 credits (WRIT 1133)		
Seminar	4 credits general elective	4 credits general elective		
Spanish Language <sup>5</sup> or Spanish Literature <sup>5</sup>	4 credits, (SPAN 1XXX); & 4 credits, (SPAN 1XXX); & 4 credits, (SPAN 2XXX)	4 credits (SPAN 1XXX); & 4 credits (SPAN 1XXX)	4 credits (SPAN 1XXX)	Only SPAN 2XXX counts towards the Spanish major/minor
Statistics	4 credits (INFO 1020)	4 credits (INFO 1020)		

<sup>1</sup> The Common Curriculum attributes listed in Notes (ex. Analytical Inquiry: Society & Culture) mean that the credits will count **towards** those requirements but might not complete them.

<sup>2</sup> A maximum of 4 credits of HIST elective can be awarded

<sup>3</sup> Credit for the same course will only be awarded once (i.e. no duplicate credit for the same class from two different exams)

<sup>4</sup> Eligible to register for the advanced level of WRIT credit; additional information found here: <https://academicaffairs.du.edu/writing/first-year-writing/advanced-honors-courses>



<sup>5</sup> Credit can be awarded for one exam (either AP or IB) in one language only; no AP credit can count towards the Foreign Language (FOLA) requirement

## International Baccalaureate (IB)

IB credit is granted under the guidelines stated below; **please pay particular attention to the footnotes<sup>1</sup>**.

For most subjects, credit is only awarded for Higher Level (HL) exams. For foreign languages, credit is awarded for both Standard Level (SL) and Higher Level (HL).

Courses listed as 1XXX or 2XXX signify elective credit within that subject.

IB Score	7	6	5	4	Common Curriculum
Visual Art	8 credits ARTS 1XXX	8 credits ARTS 1XXX	4 credits ARTS 1XXX		
Social & Cultural Anthropology	4 credits ANTH 1010; 4 credits ANTH 1XXX	4 credits ANTH 1010; 4 credits ANTH 1XXX	4 credits ANTH 1010		Scientific Inquiry: Society & Culture
Biology	5 credits BIOL 1011/ BIOL 1021; & 5 credits BIOL 1010/ BIOL 1020	5 credits BIOL 1011/ BIOL 1021; & 5 credits BIOL 1010/ BIOL 1020	5 credits BIOL 1011/ BIOL 1021		Scientific Inquiry: Natural & Physical World
Business Management <sup>2</sup>	4 credits BUS 1440	4 credits BUS 1440	4 credits BUS 1440		
Chemistry	4 credits CHEM 1010/ CHEM 1240; 4 credits CHEM 1020/ CHEM 1250; 4 credits CHEM 1XXX	4 credits CHEM 1010/ CHEM 1240; 4 credits CHEM 1020/ CHEM 1250; 4 credits CHEM 1XXX	4 credits CHEM 1010/ CHEM 1240		Scientific Inquiry: Natural & Physical World
Computer Science	4 credits COMP 1351; 4 credits COMP 1XXX	4 credits COMP 1351; 4 credits COMP 1XXX	4 credits COMP 1351		Analytical Inquiry: Natural & Physical World
Design Technology	4 credits, BUS 1XXX	4 credits, BUS 1XXX	4 credits BUS 1XXX		
Economics	4 credits ECON 1020 <sup>2</sup> ; 4 credits ECON 1030	4 credits ECON 1020 <sup>2</sup> ; 4 credits ECON 1030	4 credits ECON 1030		ECON 1020 earns Scientific Inquiry: Society & Culture
English A: Language & Literature	4 credits WRIT 1122 <sup>2</sup>	4 credits WRIT 1122 <sup>2</sup>	4 credits WRIT 1122 <sup>2</sup>	Advanced standing <sup>3</sup>	
English A: Literature only	4 credits WRIT 1122 <sup>2</sup>	Advanced Standing <sup>3</sup>	Advanced Standing <sup>3</sup>		
Film	4 credits MFJS 2000; 4 credits MFJS 1XXX	4 credits MFJS 2000; 4 credits MFJS 1XXX	4 credits MFJS 2000	4 credits MFJS 2000	Analytical Inquiry: Society & Culture
Language (A2 or B) <sup>4</sup>	12 credits LANG 2XXX	12 credits LANG 2XXX	8 credits LANG 2XXX	4 credits LANG 2XXX	Subject code will change to reflect specific language (ex. French = FREN 2XXX)
Geography	4 credits GEOG 1410; 4 credits GEOG 1XXX	4 credits GEOG 1410; 4 credits GEOG 1XXX	4 credits GEOG 1410		Scientific Inquiry: Society & Culture
Global Politics	4 credits PLSC 1110	4 credits PLSC 1110	4 credits PLSC 1110		Scientific Inquiry: Society and Culture
History <sup>6</sup> (Americas, Europe, Africa & ME, Asia & Oceania) <sup>6</sup>	4 credits HIST 1XXX	4 credits HIST 1XXX	4 credits HIST 1XXX		Analytical Inquiry: Society & Culture
Mathematics <sup>2</sup> (Analysis & Approaches or Applications & Interpretation)	4 credits MATH 1951	4 credits MATH 1951	4 credits MATH 1951		Analytical Inquiry: Natural & Physical World
Music	8 credits MUAC 1XXX	8 credits MUAC 1XXX	4 credits MUAC 1XXX		
Philosophy	8 credits PHIL 1XXX	8 credits PHIL 1XXX	8 credits PHIL 1XXX		Analytical Inquiry: Society & Culture
Physics	5 credits PHYS 1211; 5 credits PHYS 1213	5 credits PHYS 1211; 5 credits PHYS 1213	5 credits PHYS 1211; 5 credits PHYS 1213		Scientific Inquiry: Natural & Physical World

Psychology	4 credits PSYC 1001; 4 credits PSYC 1XXX	4 credits PSYC 1001; 4 credits PSYC 1XXX	4 credits PSYC 1001	Scientific Inquiry: Society & Culture	
HL Spanish (A2 or B) <sup>4</sup>	4 credits SPAN 2XXX; 8 credits SPAN 1XXX	4 credits SPAN 2XXX; 8 credits SPAN 1XXX	8 credits SPAN 1XXX	4 credits SPAN 1XXX	Only SPAN 2XXX counts towards the Spanish major/minor
SL Spanish (A2 or B) <sup>4</sup>	4 credits SPAN 2XXX; 8 credits SPAN 1XXX	8 credits SPAN 1XXX	4 credits SPAN 1XXX	Only SPAN 2XXX counts towards the Spanish major/minor	
Theatre Arts	8 credits THEA 1XXX	8 credits THEA 1XXX	4 credits THEA 1XXX		

- <sup>1</sup> The Common Curriculum attributes listed in Notes (ex. Analytical Inquiry: Society & Culture) mean that the credits will count **towards** those requirements but might not complete them.
- <sup>2</sup> Credit for the same course will only be awarded once (i.e. no duplicate credit for the same class from two different exams)
- <sup>3</sup> Eligible to register for the advanced level of WRIT credit.
- <sup>4</sup> Credit can be awarded for one exam (either AP or IB) in one language only; no IB language credit can count towards the Foreign Language (FOLA) requirement
- <sup>5</sup> Counts toward the Business Core
- <sup>6</sup> A maximum of 4 credits of HIST elective can be awarded

## COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The College Level Examination Program (CLEP) is a group of standardized tests created and administered by the College Board. These tests assess college-level knowledge in thirty-six subject areas and provide a mechanism for earning college credits without taking college courses. The University of Denver will consider awarding college credit for exams in disciplines we teach. All credit awarded for CLEP exams is contingent on departmental approval. Scores below 50 will not be considered.

## Transfer of Credit

### University of Denver Undergraduate Transfer of Credit Policy

#### Purpose

The University ensures that transparency in our policies exists for our students and those who administer these policies, allowing for consistent interpretation and application throughout the institution and, as new types of learning opportunities emerge, allowing for responsiveness on the part of the University in a changing educational environment.

#### Policy

Three general factors affect the transferability of credits: the subject matter, the institution where the credits were earned and the course grade.

#### Subject Matter

Usually, courses taken in baccalaureate disciplines taught at the University of Denver are readily transferable. Credits from professional programs will be examined on a course-by-course basis and are often transferable. In general, courses in vocational or occupational subjects are not transferable. Finally, applicability to the degree for which a student is a candidate and comparability to an existing University of Denver course may be used as factors for the acceptance or denial of transfer credit.

#### Transferring Institution

##### Domestic Institutions

Credit will be considered for courses taken at institutions that are accredited by an agency recognized by the U.S. Department of Education. Credits are more readily accepted from a collegiate institution with regional accreditation although credits earned at a collegiate institution with national or special accreditation will also be considered. Credits that meet the subject matter requirements will be considered on a course-by-course basis when earned at an institution lacking regional accreditation. Institutions that have been granted official candidacy status by a regional accrediting association will be accorded like treatment to those that are fully accredited.

##### Foreign Institutions

Credit will be considered for courses taken at foreign institutions that are formally recognized as an institution of higher education by a given country's Ministry of Education. The same general parameters apply for course content and grades as they do for U.S. credit consideration.

##### Two-Year Institutions

Credit from two-year institutions generally is considered lower division. Advanced courses from two-year institutions are considered upper division when validated by the appropriate departments. The maximum credit that may be accepted from a two-year institution is 96 quarter hours.

**Study Abroad**

Credit earned within non-DU study abroad programs is treated as transfer credit.

**Credit for Prior Learning****Military Courses**

Military courses documented through Army/American Council on Education Registry Transcript System (AARTS), Form DD 295, "Application for the Evaluation of Learning Experiences During Military Service," or DD Form 214, "Armed Forces of the United States Report of Transfer or Discharge," may be eligible for consideration in the evaluation process. Military courses must be validated by the department with which the subject matter is most closely aligned. A maximum of 10 credits can be awarded for military courses.

**Workplace Learning & Credentials**

Prior learning assessment of work-based credentials and education programs, defined as an industry credential, technical certificate, or professional license. Prior learning assessment must be applicable to an academic discipline taught at DU. In order to assess workplace learning and credentials for college credit, the University will require a copy of the credential/license/certificate, a syllabus or equivalent from the program, and instructor credentials. The University will also consider transcripts from the American Council on Education (ACE) and their credit recommendations. Workplace learning will be assessed by DU faculty and does not require standard grades to be reported. Students can be awarded up to 10 credits towards their program through workplace learning & credentials.

**Credit by Examination**

College credit can be awarded for AP, IB, and CLEP examinations. Minimum test scores, course equivalencies, and credit recommendations are made by academic departments. A maximum of 45 quarter hours can be awarded for all AP and IB credit and a maximum of 10 hours can be awarded for CLEP exams.

**Course Grades**

Only courses where a grade of C- (1.7 on a 4-point scale) or better was earned will be eligible for transfer. Transfer grades are not included in a student's DU GPA, and transfer credits cannot be used to reduce DU grade-point deficiencies.

Credit earned as pass/fail can be transferred only as elective credit. This credit does not apply to specific degree requirements other than total hours for graduation, and the University must determine that "P" (pass) equals 1.7 (C-) or better performance.

**Instructional Methodologies**

Online courses and those offered electronically are not categorically restricted, but they may be refused based on instruction methodologies not equivalent to those at the University of Denver.

**Maximum Transfer Hours and Residency Requirements**

The following specific transfer guidelines regarding residency and maximum transfer hours apply:

- A maximum of 135 quarter hours of credit may be transferred.
- The final 45 credits must be earned at the University of Denver.
- For students studying for one or more terms in an approved study abroad program, the residency requirement is waived.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.
- At least 50 percent of required business credits for undergraduate business degrees must be completed at the University of Denver.

**Authority and Course Equivalencies**

Initial transferability decisions are made by the Office of the Registrar. Approval of transfer applies toward the overall credit needed to meet degree requirements and does not necessarily guarantee or result in equivalency with specific University courses or requirements. Transfer credit appeals may be made through departmental chairs. Final authority for transfer credit and determination of course equivalency rests with the appropriate academic department.

**Transfer of Credit by Continuing Students****Approval**

Continuing students must receive approval in advance for transfer credit.

**Concurrent Registration**

Students may not enroll at the University of Denver and other institutions concurrently without prior permission.

**Articulation Agreements**

The University of Denver may enter into transfer articulation agreements with other institutions as deemed mutually beneficial. Such agreements are administered by the Office of the Registrar. Transfer articulation agreements will include transfer course guides. The University of Denver may establish transfer course guides independent of formal articulation agreements.

## Determination of Quarter Hour Equivalent Value Assigned

University transfer credit hour values are based on the credit hour value assigned by the originating institution. If the academic calendar of the originating institution is other than the quarter system, the appropriate conversion of the assessed credit hours of coursework will take place based on the calendar of the originating institution and the formula for converting them to quarter credit hours. While semester hours are multiplied by 1.5 to convert them to quarter hours, other formulae are used for the conversion when the originating institution is not on a standard, quarter/semester calendar. Conversion of the assessed credit hours from institutions on calendars other than a quarter calendar may result in conversions other than whole quarter credits (e.g., 3 semester credits is the equivalent of 4.5 quarter credits); conversions are not rounded up or down.

## Requests for Transfer Transcript

Students must request that official transcripts be delivered directly from other institutions to the Office of the Registrar. All transcripts must be received in an official sealed envelope or through a secure electronic sending agency. Student will be notified after transcripts have been processed.

## Transfer and International Education Reporting System

The University of Denver's Transfer and International Education Reporting System ([http://myweb.du.edu/mdb/du\\_bwcktart.P\\_DU\\_Choose\\_Geog\\_Area/](http://myweb.du.edu/mdb/du_bwcktart.P_DU_Choose_Geog_Area/)) (TIERS) allows students to access a list of approved transfer and study abroad courses. Courses that do not appear in the system are not necessarily unacceptable for transfer. Courses will continue to be added as they are evaluated and equivalents determined. You can access TIERS through MyDU under Student Tools and then Records and Requests.

For more information regarding how to utilize the TIERS system for study abroad, please see this page:

<https://www.du.edu/abroad/academics/earning-credit.html>.

## Major and Minor Requirements and Course Descriptions

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  - Advanced Seminar (p. 118)
  - Air Force Aerospace Studies (p. 146)
  - Anthropology (p. 147)
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## Traditional Bachelor's Program Majors and Minors

Most majors, and some minors, may only be pursued in conjunction with specific degree programs. The Degrees and Programs of Study (p. 35) section of this bulletin lists possible degree and major/minor combinations. Students must meet overall requirements for their degree as well as specific requirements outlined in majors and minors.

### Accounting

Office: Daniels College of Business, Suite 355

Mail Code: 2101 S. University Blvd. Denver, CO 80208

Phone: 303-871-2032

Web Site: <http://daniels.du.edu/accountancy/> (<http://daniels.du.edu/faculty-research/accountancy/>)

The School of Accountancy's mission is to foster Enlightened Practice, Professional Achievement, Knowledge Creation, and a Commitment to Community among its students, graduates, faculty, and others engaged in the accounting profession and related disciplines.

- *Enlightened Practice* means ensuring that our graduates understand the theory and practice of accounting and its ramifications on society, the profession, and organizations.
- *Professional Achievement* includes accomplishment at each level of one's career and commitment to lifelong learning, competence, and integrity.

- *Knowledge Creation* means scholarship which improves our understanding of accounting, the practice of accounting, and the process of educating future accountants.
- *Commitment to Community* is the process of giving of oneself both to the community that supports one's efforts and achievements and to the community at large. *Commitment to Community* is a vital aspect of the accounting profession and is critical to the School's ongoing success.

Our programs achieve this mission by emphasizing technical knowledge and analytical ability, interpersonal skills and intercultural understanding, and ethically based leadership and social responsibility. In the School of Accountancy, students learn to integrate accounting concepts and business applications in the context of communication, ethics, values, and technology. This integration is accomplished in the undergraduate business core and in the School of Accountancy core.

The School of Accountancy's strengths include the following:

- an established reputation as a provider of quality programs
- highly qualified faculty who emphasize teaching and relevant research
- student access to faculty—both individually and in relatively small classes
- innovative curricula
- emphasis on state-of-the-art technology throughout the curricula
- emphasis on practical experience
- a rigorous educational experience

The degree prepares students to work as strategic business advisors who can analyze and understand today's complex business environment. Students gain expertise in the traditional accounting arenas of managerial accounting, financial reporting, systems, auditing and tax, as well as in the nontraditional areas of technology, marketing, strategic planning, and finance. The School of Accountancy offers a bachelor of science in accounting (BSAcc), a master of accountancy (MAcc), a STEM designated master of science in accounting, technology, and analytics (MSATA), and a dual degree option that allows completion of the bachelor's and master's degrees in five years.

Refer to the appropriate sections of this bulletin for the admission, retention, and graduation requirements for the School of Accountancy, which differ from the general requirements of the Daniels College of Business.

## Program Objectives

Objectives of the BSAcc are to prepare students for entry-level positions in accounting. In this program, students will learn how to

1. prepare and interpret financial statements for business enterprises;
2. use accounting data to evaluate performance and enable decision-making;
3. apply the principles related to the design, integrity, and effectiveness of accounting information systems;
4. explain the role of auditing in society, including auditing procedures and reporting requirements;
5. apply federal tax laws pertaining to individuals; and
6. Analyze the legal, ethical and legislative constructs that govern the conduct of business.

## Criteria for Admission to the BSAcc Program

### Continuing Students

- Students must have a minimum 2.5 GPA (overall, in ACTG, and in the following courses: ACTG 2200, FIN 2800 and ACTG 2300).
- If a student fails to meet the required GPA, he or she may still be able to qualify for the School of Accountancy. Please consult with the director of the School of Accountancy.
- Other specific admission requirements apply. Please see the School of Accountancy for details.

### Transfer Students

Undergraduate transfer students must meet the requirements listed for continuing students. Credits are considered for transfer only if they meet the following standards:

- Accounting courses beyond principles must be taken at an AACSB-accredited institution or approved by the School of Accountancy.
- Courses must be comparable to required courses offered in the School of Accountancy. Any required courses that do not meet the above criteria must either be validated by examination or retaken. In computing the GPA for purposes of admission to the School of Accountancy, work transferred from previous schools and work at the University of Denver are included.

### Retention Requirement for Bachelor of Science in Accounting

To remain in the program, a student must maintain a GPA of 2.5 or higher, both overall and in accounting courses.



## Major

### Bachelor of Science in Accounting Major Requirements

(186 credits required for the degree (p. 96))

Minimum of 40 credits. Students must earn a minimum 2.5 GPA, both overall, in all business courses, and in accounting courses. If a GPA deficiency exists at the time the prescribed program is completed, no more than 10 credits of approved additional accounting courses and non-accounting courses may be taken in an attempt to correct the deficiency.

Code	Title	Credits
<b>Accounting Core Courses <sup>1</sup></b>		
<b>Accounting Core I Requirements <sup>2</sup></b>		
ACTG 3017	Accounting Information Systems & Controls	
ACTG 3018	Intermediate Financial Accounting I	
<b>Accounting Core II Requirements</b>		
ACTG 3034	Accounting Data Analytics	
ACTG 3037	Cost Management	
ACTG 3038	Accounting Core II - Intermediate Financial Accounting II	
<b>Accounting Core III Requirements</b>		
ACTG 3068	Intermediate Financial Accounting III	
ACTG 3551	Auditing	
<b>Additional Accounting Courses <sup>3</sup></b>		
ACTG 3440	Business and Investment Tax Issues	4
Select 8 credits from the following:		8
ACTG 3130	RPA in the Business and Accounting Environment	
ACTG 3284	Consolidated Financial Statement	
ACTG 3285	Accounting for Foreign Operations	
ACTG 3462	Corporate & Partnership Tax	
ACTG 3620	Accounting Ethics	
ACTG 3740	Valuation and Modeling	
Advisor Approved FIN or INFO course		
<b>Total Credits</b>		<b>12</b>

#### <sup>1</sup> Core in Accountancy

The core in accountancy is a yearlong, fully integrated series of courses. Each quarter must be completed in its entirety before the student can move on to the next quarter. Any student with an ACTG GPA below 2.5 at the end of any quarter will not be permitted to continue in the accounting major.

<sup>2</sup> A prerequisite for enrollment in Accounting Core I classes is a 2.5 GPA for ACTG 2200, ACTG 2300, and FIN 2800. Either ACTG 2300 or FIN 2800 could be a corequisite for Accounting Core I; please see advisor.

<sup>3</sup> Please refer to the BSAcc degree page (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/bachelorofscienceinaccounting/>) for Business Core and additional degree requirements.

## Minor

### Minor Requirements

The Accounting minor is available only to students pursuing a Bachelor of Science in Business Administration degree.

16 credits, including the following:

Code	Title	Credits
ACTG 3220	Understanding Financial Statements <sup>1</sup>	4
ACTG 3440	Business and Investment Tax Issues	4
ACTG 3360	Profit, Planning & Control	4
ACTG 3230	Financial Statement Analysis	4
<b>Total Credits</b>		<b>16</b>

<sup>1</sup> Finance majors must substitute an advisor-approved accounting course for ACTG 3220 Understanding Financial Statements. ACTG 3462 Corporate & Partnership Tax is recommended.

## Undergraduate/Graduate Dual Degree Program in Accounting

The School of Accountancy offers undergraduates an accelerated program leading to the master of accountancy (MAcc). Students may apply for admission to the graduate program after completing the accounting core. Admission is based on academic performance and faculty evaluation. Contact the School of Accountancy for more information. Students accepted to the program normally complete the BSAcc and MAcc in a total of five years or less.

### Requirements for Distinction in the Major in Accounting

Upon reaching 90 credit hours completed, students with a 3.50 cumulative GPA or higher, and a 3.85 Daniels GPA or higher, are invited to either create a portfolio of in-depth business experiences or to write a thesis to earn Distinction. See Daniels Undergraduate Programs or faculty in the department for more information.

This course plan is a sample schedule only. Individual course plans will vary based on incoming transfer credit, admission path to Daniels, prerequisites, availability of courses, minors, and other scheduling factors. You must meet with your Daniels academic advisor to develop an individual graduation plan for your specific needs.

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
First-Year Seminar (FSEM)		4 WRIT 1122		4 WRIT 1133	4
MATH 1200 <sup>1</sup>	4	INFO 1010	4	INFO 1020	4
BUS 1440	4	ECON 1020 <sup>2</sup>	4	MGMT 2100	4
Common Curriculum Course <sup>3</sup>	4	BUS 1099	0	Common Curriculum Course <sup>3</sup>	4
		Common Curriculum Course <sup>3</sup>	4		
	<b>16</b>		<b>16</b>		<b>16</b>

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
ACTG 2200 <sup>5</sup>	4	ACTG 2300 <sup>5</sup>	4	BUS 2099	0
BUS 3000	4	ACTG 3440	4	FIN 2800 <sup>5</sup>	4
LGST 2000	4	MKTG 2800	4	INFO 2020	4
Common Curriculum Course <sup>3</sup>	4	INTZ 2501 <sup>4</sup>	2	Common Curriculum Course <sup>3</sup>	4
		Common Curriculum Course <sup>3</sup>	4	Elective	4
	<b>16</b>		<b>18</b>		<b>16</b>

#### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad	16	MGMT 3000	4	BUS 3800	4
Elective		ACTG 3018 <sup>5</sup>	4	ACTG 3034	4
		ACTG 3017 <sup>5</sup>	4	ACTG 3037	4
		BUS 3099	0	ACTG 3038	4
	<b>16</b>		<b>12</b>		<b>16</b>

#### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
ACTG 3068	4	ACTG Elective	4	Advanced Seminar (ASEM)	4
ITEC 3155	4	Common Curriculum Course	4	ACTG Elective	4
ACTG 3551	4	Common Curriculum Course	4	ACTG Elective	4
Elective	4		4	Common Curriculum Course	4
	<b>16</b>		<b>12</b>		<b>16</b>

**Total Credits: 186**

<sup>1</sup> MATH 1200 fulfills requirements for Analytical Inquiry: The Natural and Physical World.

<sup>2</sup> ECON 1020 fulfills half of the requirements for Scientific Inquiry: Society and Culture.

<sup>3</sup> Common Curriculum Requirements (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>): Students are encouraged to complete Language or Scientific Inquiry: The Natural and Physical World sequences earlier in their studies; choose one for year 1 and the other for year 2.

<sup>4</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

<sup>5</sup> A prerequisite for enrollment in Accounting Core I classes is a 2.5 GPA for ACTG 2200, ACTG 2300, and FIN 2800. Either ACTG 2300 or FIN 2800 could be a corequisite for Accounting I classes; please see advisor.

#### **ACTG 1988 Study Abroad Resident Credit (0-18 Credits)**

##### **ACTG 2010 Survey of Accounting (4 Credits)**

Accounting for running a business, with modules on financial accounting and a focus on managerial accounting. Prerequisite: Sophomore standing. Business minors only.

##### **ACTG 2200 Introduction to Financial Reporting (4 Credits)**

The purpose of this course is to introduce students to accounting and its relevance in the business world. Students learn how to analyze transactions and prepare financial statements. In addition, students are introduced to publicly traded company's annual reports and 10k's. Prerequisites for Business majors: INFO 1010, MATH 1200, ECON 1020, and Microsoft Excel Certification. Prerequisites for Business Administration minors: Sophomore standing and declared minor.

##### **ACTG 2300 Accounting for Decision Making (4 Credits)**

Introduces or reinforces concepts and techniques for using accounting information for managerial purposes. The focus is on interpreting financial information and making business decisions, not accumulating or preparing accounting information. Students will learn the concepts of cost behavior, cost-volume-profit analysis, master budgeting, relevant factors for short-term decision making and cost allocation. Prerequisites: ACTG 2200, Microsoft Excel Certification, and admission to the Daniels College of Business.

#### **ACTG 2988 Study Abroad Resident Credit (0-18 Credits)**

##### **ACTG 3014 Accounting Core I - Accounting Fundamentals (4 Credits)**

The course prepares the future accountant to understand how the accounting system and profession functions within marketplace. At the conclusion of this course the student should understand: (1) the fundamental elements and terminology of business transactions and related financial accounting (2) the accounting system of recording, classifying and summarizing information, (3) economic and ethical issues relating to financial accounting, and (4) technical and communication skills necessary for the professional accountant. The practice of technical skills is supplemented with learning concepts and techniques for effective oral and written business functions, with a focus on reinforcing speaking and writing skills through practice and feedback. Prerequisites: ACTG 2200, ACTG 2300. Prerequisite or Co-requisite: FIN 2800.

##### **ACTG 3017 Accounting Information Systems & Controls (4 Credits)**

The objective of this course is to provide an integrated learning opportunity that encompasses financial internal controls and accounting information systems. Students will learn skills that can immediately be translated to their jobs/internships. The first part of the course focuses on advanced Excel concepts and certification, as well as learning some basic concepts for database systems using Access. The second part of the course will focus on completing the accounting cycle for a business in a manual environment. The purpose being to understand the relationship of all of the documents and the needed controls. The third part of the course focuses on the use of accounting software to automate the processes from the second part of the course. The emphasis being on understanding the impact on the controls within the system. Prerequisites: ACTG 2200, ACTG 2300, and FIN 2800.

##### **ACTG 3018 Intermediate Financial Accounting I (4 Credits)**

Foundations of financial statement content, including structure of financial accounting theory; accounting process and cycle; income determination and reporting; compound interest concepts and relationship to accounting; accounting and reporting for current assets. Case studies of open-ended accounting problems requiring application of GAAP guidance to fact patterns. Prerequisites: ACTG 2200, ACTG 2300. Prerequisite or Co-requisite: FIN 2800. Must be a Daniels Student.

##### **ACTG 3019 Cost Management (4 Credits)**

This course introduces objectives, methods and problems encountered in cost accounting. Cost accounting is a broad field that often links financial and management accounting, involving communication between accountants and management. Prerequisites: ACTG 2200, ACTG 2300. Prerequisite or Co-requisite: FIN 2800.

##### **ACTG 3034 Accounting Data Analytics (4 Credits)**

In today's information world, accountants must be well equipped to understand and utilize the vast and varying data systems that feed a company's decision-making process. The course fosters a data analytics mindset in accounting students by providing hands on skills with software tools with a strong emphasis on interpreting and communicating the results to the business. Students will gain experience coding in SQL, loading and manipulating data files in Alteryx, and visualizing data for effective storytelling in Tableau. Projects focus on large scale business cycles and challenge students to craft appropriate questions of the data and dig beyond initial data results to identify trends and root causes. Strong focus is placed on visually and verbally communicating the results of the data analysis to a non-technical business audience.

##### **ACTG 3037 Cost Management (4 Credits)**

Cost Management builds upon basic concepts and techniques for using accounting information for managerial purposes. The focus is on interpreting both high-level and detailed financial information and making business decisions, not accumulating or preparing accounting information. After completing this course, the student should understand: • Cost behavior. • Techniques and uses of cost-volume-profit analysis. • Relevant factors for short-term decision-making. • Cost accumulation, tracing, and allocation. • Components and uses of the master budget. To master the course material, the student will need a basic understanding of historical financial accounting, but the course emphasizes present and future management actions. Prerequisites: ACTG 2300 and ACTG 3018.

**ACTG 3038 Accounting Core II - Intermediate Financial Accounting II (4 Credits)**

The focus of this course is the foundation and content of published financial statements. Specifically, it covers the following two modules: 1) assets: recognition, measurement and reporting issues, a) fixed assets and b) intangible assets; 2) liabilities: recognition, measurement and reporting issues, a) current liabilities, b) contingencies, and c) long-term liabilities. Common to each of the modules is an emphasis on reading GAAP and applying the GAAP guidance to fact patterns. In particular, the course is designed to enhance each student's ability to identify, discuss, and resolve open-ended problems (i.e., those having no single "correct" answer). Therefore, each student must commit to being an active participant in the class discussions. The two main reasons to participate are that (1) the class will be a richer experience if we hear a variety of views on each issue and (2) it is important to develop confidence in your ability to analyze and discuss complex technical issues, and to explain and justify your conclusions. Prerequisites: ACTG 3014, ACTG 3019 and ACTG 3018.

**ACTG 3049 Accounting Information Systems (4 Credits)**

The objective of this course is to provide an integrated learning opportunity that encompasses financial statement assurance and accounting information systems. The first part of the course exposes these issues using a hypothetical company based on an actual company. The student should develop a knowledge and understanding of this particular industry and how it provides assurance of the company's financial statements as well as address a variety of challenging accounting information systems issues. The second part of the course focuses on a conceptual framework to emphasize the professional and legal responsibility of accountants, auditors, and management for the design, operation, and control of AIS applications.

**ACTG 3068 Intermediate Financial Accounting III (4 Credits)**

This course is a continuation of ACTG 3018 and ACTG 3038 and completes the examination of the foundation and content of published financial statements. Specific topics include: stockholders' equity, investments in debt and equity securities, revenue recognition, income taxes, pensions, leases, statement of cash flows, accounting changes and errors, and interim reporting. Prerequisites: ACTG 3034, ACTG 3037, and ACTG 3038.

**ACTG 3069 Accounting Communications (4 Credits)**

This course emphasizes critical communications skills for future accounting, tax, auditing and consulting professionals. The course develops written communication skills including but not limited to technical writing, reporting the results of research and explaining complex issues. Oral communication assignments include formal presentations, development of debate skills and boardroom presence. Assignments incorporate business etiquette and team building.

**ACTG 3130 RPA in the Business and Accounting Environment (4 Credits)**

Robotic Process Automation (RPA) is an emerging technology that is changing the way businesses process data. RPA allows many business processes to be automated and remove the human from performing repetitive tasks. This course will teach the basics of the technology using one of the most popular RPA software programs, UiPath. Students will learn the theory, design an application of RPA through small projects.

**ACTG 3220 Understanding Financial Statements (4 Credits)**

Provides business majors with the necessary understanding to read, interpret, and use published financial statements. Cross listed with ACTG 4222. Prerequisite: ACTG 2200 and admission to Daniels.

**ACTG 3230 Financial Statement Analysis (4 Credits)**

Consolidated financial statements, accounting for leases, currency translation, and options and futures impacts, GAAP to restate financial statements for differences between companies. Impact of financial transactions and evaluating a firm's performance from a user's perspective.

**ACTG 3281 Intermediate Financial Accounting I (4 Credits)**

The focus of this course is the foundation and content of published financial statements. Specifically it covers the following broad topics: (1) Conceptual Framework of Financial Reporting; (2) Financial Statements and Related Disclosures; (3) Assets: Recognition and Measurement; and (4) Liabilities: Recognition and Measurement. Common to each of the topics is an emphasis on reading GAAP and applying GAAP guidance to fact patterns. Prerequisite: ACTG 2200.

**ACTG 3282 Intermediate Financial Accounting II (4 Credits)**

This course is a continuation of Intermediate Financial Accounting I. The focus of this course is the application of Generally Accepted Accounting Principles to complex business transactions. The course includes various intermediate accounting topics, including current and long-term liabilities, leases, income taxes, pensions, shareholders' equity, earnings per share, the statement of cash flows, and other financial reporting issues. Prerequisite: ACTG 3281.

**ACTG 3284 Consolidated Financial Statement (2 Credits)**

Consolidation procedures, issues in the preparation and presentation of consolidated information, and interpretation of consolidated financial statements.

**ACTG 3285 Accounting for Foreign Operations (2 Credits)**

Financial statement impact from doing business in a foreign currency, having foreign subsidiaries or operations, and certain hedging activities.

**ACTG 3340 Topics and Cases in Managerial Accounting (4 Credits)**

Topics & Cases in Managerial Accounting focuses upon contemporary methodologies used by managerial accountants. Such methodologies are examined through classroom discussions of case studies and related articles. The course is designed to develop and enhance skills that are essential for the long-term success of career in accounting and finance. Prerequisites: ACTG 2300.

**ACTG 3360 Profit, Planning & Control (4 Credits)**

Comprehensive planning in the corporate environment involving in-depth study of goals, procedures, responsibility, and coordination of planning and control process. Objectives and structuring of planning process, significant problem areas, benchmarks for alternative evaluation processes, and correction and control tools. Prerequisite: ACTG 2300.

**ACTG 3440 Business and Investment Tax Issues (4 Credits)**

Income tax conceptual framework applicable to common business and investment transactions, including tax implications of business decisions. How effective business planning depends on accurate assessment of relevant tax factors. Prerequisites: ACTG 2200.

**ACTG 3461 Individual Income Tax (4 Credits)**

Federal income tax as it applies to individuals, including discussion of rates, exemptions, deductions, and accounting methods; gross income, property transactions, tax deferred exchanges; business operating taxpayer issues. Prerequisites: ACTG 2200.

**ACTG 3462 Corporate & Partnership Tax (4 Credits)**

Federal income tax as applied to the formation, operation and dissolution of business entities. Determination of corporate taxable income, special deductions, credits, methods of computing tax liability and estimated tax requirements. Determination of partnership and S Corporation ordinary income; classification and amount of separately stated items allocable to partners and S Corporation shareholders in accordance with the conduit principle.

**ACTG 3551 Auditing (4 Credits)**

This course covers professional ethics and legal environment, generally accepted auditing standards (GAAS), internal control, audit documentation and auditors reports.

**ACTG 3620 Accounting Ethics (4 Credits)**

This course focuses on the idea of community and the ethical and social relationships of accounting leaders and business organizations in their communities. The course focus is on the role of the accounting professional and the unique and special responsibilities associated with that role. This is examined by analyzing a variety of issues that students will face during their careers. The goal is to provide students with generalized understanding and skills that can be employed in dealing with other issues that emerge directly relate to the state Code of Professional Conduct applicable to CPAs, the Code provisions are discussed and analyzed.

**ACTG 3701 Topics in Accounting (1-4 Credits)****ACTG 3702 Topics in Accounting (1-4 Credits)****ACTG 3703 Topics in Accounting (1-4 Credits)****ACTG 3704 Topics in Accounting (1-4 Credits)****ACTG 3705 Topics in Accounting (4 Credits)**

Prerequisite: ACTG 3068 or instructor's permission.

**ACTG 3740 Valuation and Modeling (4 Credits)**

Professional decisions in the face of uncertainty are made using a combination of judgment and sound analysis. Even skilled professionals in any field will make incorrect decisions when working with incorrect or insufficient information or when making careless analyses. One key to improving decision-making is superior analytical insights and skills. Given this, the ultimate purpose of the course is to: 1. Provide you with experience in identifying critical decisions that can best be improved through analysis of data and modeling. Once key issues are identified. 2. Provide you with the knowledge and insight necessary to identify appropriate (and reject inappropriate) models or analyses. Once an appropriate model or models are identified: 3. Provide you with the tools and skills necessary to correctly use those models by identifying, measuring and evaluating critical factors, data and assumptions. 4. Gain experience in critically evaluating and auditing your work and the work of other professionals. For example, has management used appropriate models, appropriate data and reasonable assumptions in their estimates of fair value for various assets. Prerequisites: INFO 1020, ACTG 2200 and FIN 2800.

**ACTG 3880 Internship - Undergraduate (0-4 Credits)**

Practical work experience.

**ACTG 3885 Undergraduate Field Experience (0 Credits)**

Compensated work experience; no academic credit. Prerequisite: instructor's permission.

**ACTG 3988 Study Abroad Resident Credit (0-18 Credits)****ACTG 3991 Independent Study (1-10 Credits)**

Independent research/study; requires written report. Prerequisite: instructor's permission.

**ACTG 3995 Independent Research (1-10 Credits)**

## Advanced Seminar

All undergraduates at the University of Denver are required to take an Advanced Seminar, an upper-level course capped at 15 students.

While knowledge and professional skills found in a student's major and minor are important foundations for accomplishment, successful individuals also must be able to navigate a complex physical, ethical, social, political, cultural, aesthetic, and economic environment that challenges more traditionally limited concepts of higher education and competencies. To help students better understand the challenges, opportunities, and

responsibilities of contemporary life, instructors teach an advanced seminar based in their area of expertise and passion. The topic will be approached from multiple perspectives in a capstone course designed for non-majors. Studying in this setting, students demonstrate their ability to integrate different perspectives and synthesize diverse ideas, informational sources, and ways of knowing through intensive writing on that topic. This course must be taken at the University of Denver. Students must complete all other common curriculum requirements before taking the Advanced Seminar.

Advanced Seminar courses meet four criteria in terms of writing.

1. Students will write a minimum of 20 pages (about 6000 words), some of which may be informal, but some of which must be revised, polished and intended for an educated readership.
2. Students will complete a minimum of three writing projects that are distributed over the quarter; exceptions might include a cumulative project completed in multiple stages.
3. Students will be required to revise some of their work based on feedback from their professor.
4. There will be some instructional time given to writing.

#### **ASEM 2401 'Extreme' Philosophy: Major Philosophical Issues of the 21st Century (4 Credits)**

This course involves an exploration and critical assessment of several of the most important 21st century philosophical issues: the "Doomsday Argument," the "Singularity Argument," the "Simulation Argument," and various views surrounding the possibility (and probability) of extraterrestrial intelligence (ETI). There are no prior knowledge prerequisites; all necessary background information will be presented in the course. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

#### **ASEM 2402 Culture and Identity in American Political Development (4 Credits)**

This course considers the development of American politics over time, through the lens of struggles over culture and identity. We discuss how political and institutional change around these topics happens in the American political system. The first section of the course reviews broad theories in the field of American Political Development, addressing the role of culture, institutions, and policy. We then turn to closer consideration of the ways in which scholars from multiple disciplines have applied these theories to specific areas of American politics. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

#### **ASEM 2403 Versions of Egypt (4 Credits)**

This course will study a handful of books that lead up to and study the recent Egyptian Revolutions. We will read Alifa Rifaat's *Distant View of the Minaret*, Amitav Ghosh's *In an Antique Land*, Alaa al Aswany's *The Yacoubian Building*, Wael Ghonim's *Revolution 2.0*, and excerpts from Peter Hessler's forthcoming book about post-revolutionary Egypt. The class will attempt to understand both 21st century Egypt and the aftereffects of the dramatic changes in Egypt since the first revolution of February 2011. Students will write both critical and creative essays for this seminar.

#### **ASEM 2404 Music Preference, Identity, Genre, and Recommendation (4 Credits)**

Students examine the relationship between music preferences, personality, and identity. Because music preferences are strongly mediated by cultural industries and institutions, students also examine two of the music industry's tools for connecting listeners to their preferred music: genre systems and a more recent tool, automated music recommendation engines. The course includes three medium-length papers and many written responses to scholarly writing drawn from music psychology, musicology, and music informatics.

#### **ASEM 2405 Decision-making and Neuroeconomics (4 Credits)**

How do you decide what to buy, who to trust, which job to take, or what you'll want to eat tomorrow? This seminar-style course integrates perspectives from psychology, neuroscience, and economics to understand decision-making, how it is affected by emotions or social contexts, and how it is implemented in the human brain. The course emphasizes active participation, and relies upon primary scientific sources (i.e. peer-reviewed empirical articles). Recommended: a familiarity with at least one of cognitive psychology, human neuroscience, or behavioral economics. Recommended: a familiarity with at least one of cognitive psychology, human neuroscience, or behavioral economics.

#### **ASEM 2406 Myths of Medieval Encounter (4 Credits)**

Using three case studies (Vikings, Crusaders, and Conquistadors) this course examines how pre-modern authors shaped the image of Europe by depicting foreign cultures and how we use the texts of the past to understand not just the cultures they describe, but also the changing face of Europe across the centuries.

#### **ASEM 2407 The Individual in Modern Economies (4 Credits)**

This course discusses the role of the individual in modern economies, and the impact that modern economic systems have on individuals and their lives. The course will include objectives that people pursue in societies, and how the structure of the economic system can help or hinder achieving them. To that end, a conceptual understanding of different perspectives on modern economies will be at the center of the class. Those perspectives will be drawn not only from economic concepts in a narrow sense, but also be informed by sociology, political science, and psychology, among other disciplines.



**ASEM 2408 Income and Wealth Inequality in the 21st Century (4 Credits)**

The work of Emmanuel Saez and Thomas Piketty in the early 2000s revealed that the share of income being captured by the top 1% of income earners has been rising steadily for the past three decades. Their observation was the key stylized fact behind the Occupy Movement rallying cry "We are the 99%!" This seminar on income and wealth inequality takes a closer look at the key empirical discoveries and theoretical insights. In the course of reading Piketty's book *Capital in the 21st Century* and supplemental texts representing multiple traditions and perspectives, students engage critically with these topics and the controversies around them. The objective of this course is for students to leave with an in-depth understanding of issues in income and wealth inequality, the controversies around works like Piketty's book, and their relevance for the economic and political present. Enforced Prerequisites: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2409 Performing India: Performance, Ritual, and the Indian Body Politic (4 Credits)**

This course explores "performance" as an organizing principle of Indian cultural, political, and religious expression. We delve into the shared poetic and spiritual experience of the performer and spectator as a foundational aspect of performance that fundamentally shapes the Indian body politic. This interaction between spectator and performer functions as a guide trope as we examine the Pan-Indian oral performance tradition through the transmission, rewriting, recasting, regionalization, and politicization of canonical Indian epics, the "Mahabharata" and "Ramayana".

**ASEM 2410 Science & Religion in Dialogue (4 Credits)**

This course examines the relationship between science and religion. Our key question is "What is the best way to understand or construe this relationship?" We begin by attempting to identify and, then, dispel certain popular "myths" about science and religion. Then we turn our attention to the life, the scientific discoveries, the religious commitments and struggles of Charles Darwin. Darwin's career is the perfect entry point for considering much broader issues in the relationship between science and religion. Darwin's evolutionary theory fundamentally shaped modern science. But in so doing it also raised significant challenges to traditional religious belief, particularly in Christian communities of faith. For that reason, Darwin is as controversial today as he was 150 years ago, especially in (tho' not limited to) America. With that foundation, we shall be in a position to wrestle with a quite recent, thorough-going reassessment of the science/religion debate, one that is both critical and constructive. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2411 Race and the Politics of Punishment (4 Credits)**

This course uses perspectives from history and politics to explore questions about race-based practices and policies in contemporary America. One rich lens on these questions is provided by the current of mass incarceration. Michelle Alexander's book, *The New Jim Crow*, argues "we have not ended racial caste in America; we have merely redesigned it." The course investigates her argument: what would it mean for mass incarceration to be the New Jim Crow? What does that framing reveal, and what does it conceal? Students develop a solid understanding of the origins and consequences of race-based practices and policies (whether explicit or implicit) in American politics, as well as of mass incarceration. Specific examples raise broader questions about racism in American political history, political power, and political change.

**ASEM 2412 Emotions in Theatre and the Brain (4 Credits)**

This course examines one core aspect of human nature: emotion, exploring its dimensions from the perspectives of philosophy, psychology, neuroscience, and theatre.

**ASEM 2413 Applied Neural Networks (4 Credits)**

Artificial neural networks (ANN) are a set of important technological tools that have a wide array of practical applications, ranging from weather forecasting to engineering. This course defines and explains ANNs and how they have been applied to a wide variety of real phenomena.

**ASEM 2414 Wealth, Power & Justice in the European Union (4 Credits)**

This course explores the regional integration of Europe in the postwar era. Since the European Union "began" back in 1950, the central question we consider is why states that fought devastating wars for centuries chose to put down their arms and merge their destinies with a common market, single currency, and binding "supranational" legal system. We focus on the evolution of economic and political motivations for integration and the legal pressures that erode state sovereignty today. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2415 Friendships and Communities (4 Credits)**

Students will examine traditional understandings of social capital and how we form and maintain relationships for personal, social, and political ends. From this background, students will examine new insights about social capital from an interdisciplinary approach (e.g., evolutionary psychology, philosophy, and anthropology). Finally, students will explore these "new syntheses" in relation to contemporary critical issues that cross race, class, and national borders. Possible examples of such issues include incarceration, homelessness, or the function/effects of social networks like Facebook.

**ASEM 2416 France and Germany: From Carnage to Community (4 Credits)**

Today, much to the United Kingdom's chagrin, the European Union is dominated by a closely cooperating "dyarchy" of the French Republic and the Federal Republic of Germany. Go back a century, however, or two or three, and you find France—whether republic (1909), empire (1809), or kingdom (1709)—preparing for war with Germany (1909) or catching her breath between campaigns against various German states (1809, 1709). Hundreds of years of European history are marked and marred by increasingly devastating collisions between these two proud nations. When we review and appreciate that bloody "back-story," their present harmony, indeed on many important matters their unison, is an astonishing outcome, which this course attempts to explain, examining implications for the future of Europe, of the Western alliance, and of the world.

**ASEM 2417 Cultural Dynamics-African American Music (4 Credits)**

This course examines the cultural and psychological functions of various genres of African American music both historically and in contemporary society. The course is built around the thesis that various forms of African American music—e.g., the spirituals, the blues, gospel, jazz, rap - have served common functions in the culture historically (even while serving distinctive needs at different points in history), and have all served as core features of both African American culture and, more broadly, American aesthetic sensibility.

**ASEM 2418 Innovation Nation (4 Credits)**

An in-depth discussion of the American future, which will be defined for the Millennial generation as one in which a confluence of trends will combine to alter the structure of opportunity. Focus on technological change and who it affects economic and national security, privacy and personal liberty, and employment opportunities. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2419 Girl Power: Gender in the Media (4 Credits)**

This course employs an interdisciplinary feminist lens to explore the historical construction and meaning of gender and "girlhood" in contemporary American media culture. It explores how the various discourses of girlhood are constructed through media images and stories about female youth in mainstream culture. Students learn and practice different forms of critical writing. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2420 The Cultured Ape (4 Credits)**

Examines the field of human evolutionary psychology. Evolutionary Psychology examines how human behavior is influenced by our heritage as evolved primates. It challenges the understanding of humans as "blank slates" primarily shaped by their social and cultural environments. The course considers the implications of this perspective for social policy.

**ASEM 2422 Textual Bodies: Discourse and the Corporeal in American Culture (4 Credits)**

This course explores how bodies acquire meanings, and how those meanings are created, represented, disseminated, or contested through discursive and embodied means. Course practices include close readings of literary, philosophical and visual texts; creative and auto-ethnographic writing exercises; and in-class dance-based movement drills. Prerequisite: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2423 The American Road Trip (4 Credits)**

As Frederick Jackson Turner told us back in the 19th Century, American cultural identity has hinged on the idea of an ever-receding frontier and the possibility of reaching it. We will chart how the road figures as both a promise and a burden, and how it reflects changing social and cultural issues in American life. We will consider documents of fiction, philosophy and history as well as film and aspects of popular culture as we consider the America fascination with the road and the careers of its many and diverse travelers. Enrollment restricted to students in the Honors Program.

**ASEM 2424 Poetic Minds (4 Credits)**

How do we know who we are? How do we know what is real? How do we decide what is right? In this ASEM, course participants will trace these key questions from Enlightenment philosophy to British Romantic literature and, finally, to their echoes and afterlives in contemporary literature.

**ASEM 2425 Humans vs. Machines: When will the Robots Leave Us in the Dust? (4 Credits)**

The rise of robotics, automation, big data, cloud computing and artificial intelligence have widely delivered both positive and negative impacts to our economy and society. On the one hand, robots, machines and complex algorithms have drastically improved production, national outputs and economic growth. On the other hand, they have also displaced jobs, weakened human interactions and substantially altered the nature of work and employer-employee relationship across developed and developing countries. This seminar assesses the rise of technology, the disruptions that it entails and the policies needed to confront those changes. The objective of this course is for students to be informed and engaged with opposing arguments and approaches that characterize the creation, promotion, use and problems created by the current and future waves of technological change. The "replicants" are rising; can the humans fight back?.

**ASEM 2426 Narrating Memory, History, Space in the City (4 Credits)**

This course draws on a variety of anthropological questions, theoretical approaches, and methodological techniques to examine the city and city life. It begins with the origins and development of cities and the identification of urban areas as sites for investigation in social theory. It next turns attention to exploring how ethnographers link everyday life on the social periphery to larger historical, political, and economic processes. A major course theme is understanding how urban spaces shape identities and communities, and it uses Denver's changing urban landscape to illustrate the theme. The course considers the basic human practice of listening to stories, as well as the meaning of narration in and about the city.

**ASEM 2427 Mid-Century Mod, Redrawn (4 Credits)**

Studying the art history of the mid-20th Century is not an exercise in nostalgia but a study of the way we think, communicate, and innovate. Artists like Grace Hartigan, Tadeusz Kantor, and El Anatsui illustrate creative labor in a rapidly changing, globalizing world. This course, designed for all majors as part of the advanced seminar common curriculum requirement, takes in part its inspiration from MoMA's initiative Contemporary and Modern Art Perspectives, which aims to redraw understandings of modernism within the purview of global art history and larger cultural framework, including social, political, economic, and intellectual. The course reconsiders the 1950s and 1960s and the notion of "modernity" from multiple geographies and identities: Western and Central-Eastern Europe, Latin and North America, and Africa.

**ASEM 2428 Religion, Nation, and Money (4 Credits)**

Primarily through the lens of Religious Studies, this course, accessible to students from various majors, explores the intellectual history and continued existence of Manifest Destiny in the United States and fosters nuanced perspective concerning the construction of American Identity and U.S. Nationalism. Students examine the relationship between the following: religion and capitalism, religion and national identity, religion and ethnic particularity, religion and race, and religion and armed conflict. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2429 Media Infrastructures and Materiality (4 Credits)**

While people often think of the internet as existing over the air and cell phones as untethered allowing fluid mobility, these digital technologies have a physical and material infrastructure. This course examines and interrogates the materiality of digital technology (cell towers, underwater sea cables, data centers, internet cafes, etc.) and explores "the digital" as a feature of the human within social and historical contexts. The course draws on multiple perspectives to examine the intersection of technology and society in everyday lives by using an ethnographic methodology. Participants working in research teams to carry out ethnographic research, media studies research, and interview-based research to produce media products (audio or video documentary, social media campaign, public art installation, website, or so on) to report about a media infrastructure to be shared publicly in Denver. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2430 Romanticism in Germany (4 Credits)**

The German Romantic movement of the late 18th and early 19th-centuries was one of the most exciting and perilous intellectual adventures in the history of western culture. Some of the most daring, creative and prophetic work was done at this time, and it dramatically affected nearly every facet of German culture, inspiring novel, sometimes unprecedented, developments in philosophy, aesthetics, poetry, literature, music and criticism. Nor were these developments limited to German culture, but extended to its politics and efforts to form a unified national front against the deracinating effects of industrialization and modernization. The course traces these developments through an exploration of some of the seminal figures, themes and ideas of the Romantic period, primarily in relation to their intersection with philosophy, politics and art and German history. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2434 American Film Censorship and the Hollywood Production Code (4 Credits)**

This course focuses on the evolution of censorship in American cinema and its wider implications. Such focus involves careful examination of the moral, political, and social choices that impact "what" stories can be told and "how" they are told. The course emphasizes critical analyses of how social values and norms influence cinematic storytelling and aesthetics. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2435 Utopia and Dystopia: Brazilian Art & Culture in the Latin American Context (4 Credits)**

This course is an interdisciplinary examination of utopia, and its counterpart dystopia, in Brazilian art and culture. "Utopia and Dystopia" traces the history of these concepts through theoretical readings and in-depth analyses of specific projects in Brazilian art, architecture, literature, music, and cinema. Upon successful completion of the course, students understand how these two concepts have shaped Brazilian identities both from within and as imposed by colonialist projects from without. Students develop advanced writing skills by comparing and contrasting different expressions of the utopia/dystopia dichotomy and by analyzing cultural artifacts from several different traditions in Brazil and, more widely, in Latin America.

**ASEM 2436 Life and Death (4 Credits)**

In this course, students examine several of the moral issues concerning the circumstances under which it is appropriate for humans to bring about life or death. For example, is it morally permissible to bring about, and subsequently destroy, human life in a petri dish? Is it permissible to bring about the death of people who have killed others? We examine and evaluate others' responses to such issues. En route to answering these questions, we pay significant attention to the scientific and empirical factors relevant to which moral responses we should have and to the legal factors determining the actual policies we do have.

**ASEM 2437 Rhetorics of Monstrosity (4 Credits)**

In this course we will examine how the construct of monstrosity can help us understand societal, political, and cultural meanings around race, class, gender, sexuality, and ability. Monsters can tell us a great deal about the cultures that produce them, such as their social anxieties and ideological struggles. We will examine monstrosity rhetorically in order to gain tools to critically unpack nuanced and complex issues of power and difference.

**ASEM 2438 Music and Language (4 Credits)**

Music and language are two of the most complex and powerful communication systems shared by humans globally. Drawing on methods and theories from anthropology, ethnomusicology, cognitive psychology, and literary theory, students in this seminar explore the music-language interface from interdisciplinary and cross-cultural perspectives.

**ASEM 2439 Music, Politics, and Policy (4 Credits)**

Music is often considered a positive, peace-building force in the world. Like all other forms of human expression (e.g., speech, prose), however, music engages with diverse political agendas and ideals, from peaceful humanist ones to violent nationalist ones. This course examines the ways in which politics and policies engage with popular, jazz, folk, and classical musics around the world. Students will explore contemporary and historical cases in which governments and NGOs foster, transform, reject, and otherwise use musics to promote their own ideas about local economies, national cultures, diplomacy, democracy, innovation, cultural diversity, and even criminal law. The course asks how might music and the arts more broadly have a unique role in these contexts? How is artistic expression different from other forms of human expression here? Can music promote peace? Democracy? How? How do governments create local and national music scenes? Which local and national cultures do they promote and protect? To what end? It looks at how the Cuban government has embraced rap music as emblematic of the nation's revolutionary ethos; how the United States government used jazz as a diplomatic tool during the Cold War; how NGOs in Israel and Palestine used popular and classical musics to promote peace and understanding; how American courts have used rap music as evidence in criminal cases; and how funding and intellectual property laws impact musical ownership, tradition, innovation, and creativity.

**ASEM 2440 Traumatic Encounters through the Lenses of Philosophy and Literature (4 Credits)**

The course explores the intersection of philosophy and literature in relationship to trauma, art, politics and the modern ecological crisis. The course is divided into three parts, each exploring a way that philosophy and literature address the challenges and dilemmas of our contemporary situation, from questions about human sovereignty, freedom and dignity to questions concerning technology, the natural world and global economic justice. In part one, "Sovereignty and Bare Life," questions related to state power, love, intergenerational conflict and displacement are explored through considering Shakespeare's *King Lear* and Giorgio Agamben's *Homo Sacer*. Part two, "Remembering the Future: Trauma and Time's Remainders," considers how F. W. J. Schelling's *Ages of the World* and Toni Morrison's *Beloved* respond to personal and historical traumas, and how these works redefine time, memory and belonging. Part three, "The Ends of the World: Poetry and Philosophy in a Time of Crisis," confronts the unfolding ecological crisis through an exploration of W. S. Merwin's poetry and the late, poetically inspired philosophy of Martin Heidegger. The course is multiperspectival in terms of disciplinary and thematic content and in terms of methodology. Readings highlight how concepts, methods and interpretive strategies of philosophy, can augment analysis of literary works, while literature can not only enliven philosophical argument but approach the limits of what can be communicated philosophically.

**ASEM 2441 Changing Meaning of Adulthood (4 Credits)**

When does a person reach adulthood? Age 18? Age 40? Never? What is adulthood, and how do we measure it? Is it when one's frontal lobe matures, when one starts a family of their own, or simply when one feels "mature"? This class surveys various, competing perspectives on what adulthood means and questions whether adulthood has changed. It approaches adulthood from several disciplinary perspectives, mainly neuroscience, psychology, sociology. Students also engage with the media's angst about Millennials' "failure to adult" by writing Op-eds that draw on academic research. Prerequisites: Completion of all of Common Curriculum Requirements.

**ASEM 2442 Mental Health from a Public Health Perspective (4 Credits)**

This course examines mental health as a public health issue. It addresses a wide range of topics relevant to public mental health care, from the micro-level focus of the psychiatric domain to the macro-level focus of the sociological domain. Particular attention is focused on the structure and function of the mental health care system, the measurement and burden of mental disorder, the social determinants of mental illness, and cross-cultural perspectives on mental health. Also emphasized are the roles that mental health and illness play in un/intentional injury, in the experience of and recovery from disaster, and in the American criminal justice system.

**ASEM 2443 "All the world's a stage": Shakespeare Then and Now (4 Credits)**

"All the world's a stage": Shakespeare Then and Now is an ASEM team-taught by faculty from the Departments of English and Literary Arts and Theatre. It emphasizes close reading, writing and interpretation as well as acting techniques and dramatic performance of selected scenes. The four plays and two contemporary novels based on the plays are chosen to underscore the range and diversity Shakespeare displayed in his choice of plot, setting and character and to demonstrate Shakespeare's continuing relevance to political, racial, religious and gender issues. Prerequisites: Completion of all other Common Curriculum Requirements.

**ASEM 2444 Colonialism/Race/Decolonization (4 Credits)**

This class examines how colonialism and race function as different but interlocking systems that cannot be understood separately. The course examines how the two continue to have an effect on the world and continue to be important to understand global inequalities. The writings of anti-colonial and anti-racist indigenous, black, feminist, and third world intellectuals, along with texts from European figures such as Hobbes, will be used to explore colonialization and racism. Prerequisites: Completion of all other Common Curriculum Requirements.

**ASEM 2445 Freestyle: Technology, Culture, and Improvisation (4 Credits)**

This course introduces the recent history of musical and cultural forms devoted to improvisation, including jazz, free music, psychedelic and progressive rock, and jam bands, culminating with a focus on the practice of freestyling within hip-hop. It explores the importance of civil rights and human rights discourses to these musical and cultural forms, as well as the critical role these forms have played in civil and human rights movements. The course emphasizes how diverse subcultures of artists, producers, concert organizers, and audience/listeners form around these types of musical expression. It examines improvisation as a response to emerging technological forms (new musical instruments, recording technologies, concert presentation, accessibility and distribution, particularly those enabled by networking technologies) by which musicians and listeners embody new personal as well as collective identities.

**ASEM 2446 Ethics of Creating the Impossible in Modernity and Postmodernity (4 Credits)**

In modernity and post-modernity, good intentions have not always led to good results, and even "good" results come with costs. Creating the Impossible turns to ethical studies to analyze the most amazing technological successes--and the social, ecological, and economic costs associated with scientifically and technologically engineering the impossible. Using a case study model covering topics including ecology, biomedical research, enslavement, gender reassignment, urban planning/policing, the technological singularity, internet privacy, contemporary eugenics, and cutting-edge military research and development, this course addresses a central question: "Sure, we can make that happen, but should we?"

**ASEM 2447 Arab Feminisms in Everyday Life (4 Credits)**

This course is designed to introduce students to Arab feminism. We use Arab feminism to analyze and reflect on everyday life experiences of Arabs around the world and how they relate to larger political and social structures. Feminism is represented as incompatible with Arab societies. The goal for this class is to engage with texts that privilege Arab feminist perspectives to analyze issues of social and political importance. Further, we focus on texts that resist historical and contemporary Orientalist discourses that directly link Islam to the Middle East and Arab identity. The main objective of this course is to offer an overview of the study of feminism through a non-white and underrepresented positionality taking into account religion, race, class, gender and citizenship. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2448 Letters to the History of Photography (4 Credits)**

Through presentations, readings and writing assignments, this course advances the multidisciplinary impact of photography and how photography is directly or obliquely linked to all fields of experience and knowledge. The course objectives embrace interdisciplinary learning and promote the premise that absolutely everything is connected. Employing an epistolary approach (writing letters) students respond to weekly assignments by corresponding with a diversity of practitioners and scholars related to the cultural, historical, and scientific evolution of photography. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2449 American Material Culture: Honors (4 Credits)**

The aim of the class is to engender a richer understanding of everyday life in the United States, both in the past and the present. Material culture around which the course centers is broadly defined and includes settlement structure, architecture, domestic artifacts, art, foodways, and trash disposal. These phenomena are investigated telescopically, as a way to view national structures and trends and, microscopically, to focus on individual actions and lives. Enrollment restricted to students in the Honors Program.

**ASEM 2450 Settler Colonialism: Pasts/Presents/Futures (4 Credits)**

Informed by work in critical indigenous studies, this course examines settler colonialism as a particular form of colonialism which is not a phenomena of the past but one that is central to the organization of contemporary society. Starting with the theft of indigenous lands, settlers unleashed processes that have had far-reaching impact across several domains. These range from altering the sexual organization of the family and the economic organization of society to the use of technologies and processes developed against indigenous people to oppress non-indigenous racial and other minorities. This class explores all these phenomena starting with the profound life-altering impact that settler-colonialism has for indigenous people and then branches out to explore the place of settlers, non-indigenous people of color, and other minorities in the settler-colonial matrix. Furthermore, the class explores settler colonialism as a transnational phenomenon by looking at other settler-colonial sites such as Palestine/Israel, Australia, and New Zealand, among others. The course ends by considering decolonization as a politics that is committed to indigenous liberation and as an ethic that is both incommensurable with other political projects but can also profoundly transform them. Writing intensive. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2452 Media and Terrorism (4 Credits)**

A recent Pew national survey showed that almost 3/4 of Americans rank terrorism as a major threat that should be addressed despite terrorism accounting for 0.03% of deaths worldwide in 2021. The media play a role in that disconnect. We live in a world where no single entity can exercise a monopoly over communication channels. Hence, partisan media, ideologically-driven news outlets, social networking sites, and encrypted messaging apps serve as venues harboring polarizing, contested rhetoric that catalyzes fear. Media & Terrorism is a seminar that investigates the media-terrorism nexus. The readings, online discussions, and writing projects aim to empower students to grasp how the media cover terrorism, violent actors co-opt the media, and various players craft anti-extremism messaging campaigns.

**ASEM 2453 London and Media: Then and Now (4 Credits)**

This seminar explores London's "popular" and "high culture" media in the 19th and 20th centuries. Taking advantage of both the University of Denver's online databases and London library holding, students explore a number of the major 19th century London-based British newspapers and journals that proliferated after the abolition of the Stamp Tax in 1855. Students explore significant differences between popular and high culture in 19th century newspapers and journals that target different audiences. Simultaneously, students read articles from contemporary London newspapers. They have a constant commentary on contemporary issues to counterpoint the 19th century readings. From these parallel readings, students discover not only similarities and differences in key issues but also learn how rhetoric, style, diction and voice differ between 19th- and 20th-century journalism. Class discussions and writing assignments focus on comparisons between 19th- and 20th-century topics, intended readership, style and rhetoric.

**ASEM 2454 Psychology of Religious and Spiritual Practices (4 Credits)**

This writing-intensive course focuses on understanding religious and spiritual practices integrating multiple sources of information. Examples include meditation, prayer, group worship, psychedelics, and gratitude. Students find and analyze scholarly and non-scholarly information and integrate multiple disciplines and perspectives in understanding these practices. Students communicate and extend their understandings through discussion, writing, and presentation. The goal is for students to gain a deeper understanding of these practices, learn multiple approaches to studying human activities, and improve their writing skills. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2455 Music, Virtuosity, and Value (4 Credits)**

This course explores the concept and phenomenon of musical virtuosity across multiple historical and historical contexts. We consider the meanings of musical skill and how debates about virtuosity's merits or dangers reflect aesthetic and ethical values. There are no prior knowledge prerequisites; necessary background information will be presented in the course. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2456 Remembering Medieval Iberia, from 711 to 2020 (4 Credits)**

Medieval Iberia was home to Muslims, Christians, and Jews who lived together and interacted in complex ways that were both conflictive and cooperative. This course explores the complexities and contradictions of medieval Iberia by paying particular attention to the divergent ways that the period itself has been understood and instrumentalized in post-medieval times. The course uses a range of disciplinary perspectives, informed by religious studies, literary and cultural studies, history, political science, anthropology, and linguistics, to address some key questions. How has the 'coexistence' of Islam, Christianity, and Judaism in Iberia been interpreted in modern times? How do the categories of politics, nationalism, race, language, or faith shape opposing readings of the past? What can medieval Iberia teach us today about the world we live in? Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.



**ASEM 2457 Bioethics in Today's World (4 Credits)**

Bioethics is a field fueled by the need for information, analysis and consultation among policy makers, health-care professionals and institutions. Ethical issues related to scientific research and health care have recently gained much attention, generating significant demand for students and citizens to understand their moral, legal and risk/benefit aspects. This course operates on a cooperative learning basis, using a debate model to inform and involve students in controversies in bioethics. Course readings represent the arguments of leading philosophers and social commentators, treating such topics as death and dying; choices in reproduction; children and bioethics; and genetics. Additionally, the course examines some basic ethics tests: harm/beneficence, publicity, reversibility, code of ethics, and feasibility. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2458 Satire in the Arts & Media (4 Credits)**

This class explores how satire, in its myriad manifestations, juggles immediacy and universality in the cultures and time periods in which it is born. The course's interdisciplinary nature makes it unique, and its celebration of satire as a discipline that traverses a multitude of forms gives the course an exciting, dynamic quality.

**ASEM 2459 Anti-Social Media (4 Credits)**

This course addresses the negative effects of our connective technologies. Examining the media landscape of 100 years ago through the lenses of literary analysis, media theory, and history, it presents the 20th-century origins of our concerns with the media "bubble," with the threat that new media pose to democracy, and with loneliness. By grounding the question of media in history and in the disciplined analysis of literary form, this course seeks to generate more effective modes of thinking about the mediated life. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2460 Latina/o Religious Traditions (4 Credits)**

This course is organized around the broad question: Is there enough commonality in the texts (including cultural texts) we have studied to organize and name a singular field of social relations we can rightly call "Lainta/o Religion?" This course engages and excites students by enabling them to study religious traditions in an academic place removed from direct faith commitments. Toward this end, we will view art, hear music, watch films and talk to religious leaders.

**ASEM 2461 Fairy Tale Morality (4 Credits)**

Stories and books for children carry implicit and explicit messages about stereotypes, beliefs and expectations in our culture, and make assumptions about the cognitive, social and emotional maturity of the child. This course explores a range of children's books, examining the cultural messages they send and the assumptions they make about children's development. Selected books will be those written for different ages and cultures, as well as from different historical periods, to highlight how children's literature mirrors and propagates cultural norms. We examine selected works using literary, psychological, sociological and educational perspectives.

**ASEM 2462 Psychedelia in the Age of Artificial Intelligence (4 Credits)**

This course introduces the history and current status of psychedelic music. In pop, rock, electronic dance music and techno, hip-hop, and other forms, psychedelia is examined as a symptom of and response to emerging cultural, technological, and scientific ways of knowing and being in the world. Particular attention is given to the intersection of contemporary psychedelic research and recent developments in cognitive and computer science, including machine learning and artificial intelligence. Prerequisites: Completion of all other common curriculum requirements.

**ASEM 2463 Identity and Politics: Multidisciplinary Approaches (4 Credits)**

What is identity? Are some types of identity (e.g., religion or "race") more likely to influence political outcomes than other types of identity (e.g., profession or class)? If so, why? This course introduces three different approaches to the study of identity and politics, including political science, evolutionary psychology (and biology), and comparative historical sociology. We analyze what is useful and problematic about each approach, and use these periods of reflection to hone critical reading, writing, and discussion skills. students walk away from the course with significantly greater insights into the processes by which individuals and societies construct identities, including our conscious social behavior, unconscious cognitive tendencies, and struggles over political institutions and social norms. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2465 Environmental Controversies (4 Credits)**

This course concentrates on how various political actors and institutions have constructed the relationship between humans and the natural environment. Through important rhetorical texts and controversies in American history, this class critically engages diverse voices and styles of discourse, including those of elected officials, bureaucrats, lobbyists, grassroots activists and citizens more generally.

**ASEM 2466 When Love Becomes Weapon: Charm in International Relations (4 Credits)**

Scholars of international relations have long believed that it is better to be feared than to be loved. However, as America prevailed over the Soviet Union in the Cold War, a new theory emerged: America won simply because it was perceived to be more attractive than the Soviet Union. America won because of its values, not its guns. How might we assess this argument? What goes into the making of American power: missiles or Rock'n'Roll? To what extent has China, among other competitors, challenged American soft power? Where should one draw the line between soft power and propaganda? What is the future of soft power, as countries' pursuits of their national interest often collide with transnational common issues like protecting the environment? This course explores these questions through multiple perspectives drawn not only from political science and history but also from sociology, philosophy, cultural studies/popular culture, and so on. Completion of all Common Curriculum requirements is required prior to registering for this class.



**ASEM 2467 Queer Memoirs (4 Credits)**

The memoir, or the fictionalized autobiography, holds an important place in LGBTQ culture. In some ways it is the most complex and lasting form of coming out, a permanent announcement of the author's queer identity to a potentially vast audience in a way that allows for intricate explorations of the body, gender, sex, and the self. The course traces the importance and predominance of this queer art form over the past half century, starting with very recent work, such as Akwaeke Emezi's *Freshwater* and Ocean Vuong's *On Earth We're Briefly Gorgeous*, and work its way back to earlier work dealing with moments in which homosexuality was still criminalized in Great Britain and the United States, such as James Baldwin's *Giovanni's Room* and Quentin Crisp's *Naked Civil Servant*. Objects of study will include literary works as well as other art forms, such as the Magnetic Field's *50 Song Memoir*, Alison Bechdel's *Fun Home*, and Mike Nichols's adaptation of Tony Kushner's *Angels in America*. Such a topic and a trajectory will necessitate an interdisciplinary approach. In examining literary texts, music, film, and other forms of visual arts, the course will approach them with methods drawn from art history, history, legal studies, literature, media studies, music, philosophy, and sociology. Students produce different sorts of writing, including advanced scholarly and creative work. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2468 In Search of Eudaimonia: The Art and Science of Student Wellbeing (4 Credits)**

Inspired, in part, by Yale University's most popular course, "The Science of Wellbeing," this Advanced Seminar explores current research on health and wellbeing and engages broader questions of how higher education contributes (or doesn't) to student wellness. The course draws on scholarship from disciplines including health, psychology, philosophy, sociology, and others to explore various wellness approaches. This writing-intensive course includes research-driven projects culminating in proposals to improve student wellbeing. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2469 Imagining the Amazon (4 Credits)**

Representations of Amazonia often invoke images of either an earthly paradise or a green inferno. This course begins by challenging students to critically (re)frame their images of the Amazon by underscoring the unequal power dynamics that have come into play whenever outsiders have represented the landscapes and the peoples of Amazonia over the past 500 years. Using a variety of theoretical paradigms, students in this course study representations of Amazonia created both by indigenous writers and activists, as well as several widely disseminated (and critically heralded) novels, films, and journalistic essays created by 'outsider' authors and auteurs from Latin America, the U.S., and Europe.

**ASEM 2470 Words, Music and Social Change (4 Credits)**

"Words, Music and Social Change" examines how critical conflicts in several countries and historical time periods can be understood by studying music and musical performances in those places and time. The course focuses on song performances and videos in relation to societal changes. Among conflicts explored are the American civil rights movement, immigrant issues, the crisis of AIDS, the South African revolt against British diaspora, Russian youth embrace of the Beatles, and the role of singing in Estonian to independence from Russia. In addition to the music itself, primary and secondary source readings articulate the power of songs to elicit societal change. Prerequisites: completion of all other common curriculum requirements.

**ASEM 2472 Islamic Art and Mysticism (4 Credits)**

This course introduces Islamic art and architecture, focusing on appreciating and understanding formal qualities of works of art, their meaning, and their cultural significance in larger contexts. The course discusses the intimate connections between art, literature, and historical events, with readings that include texts in art history, Middle Eastern history, the rise of Islam, and translated literature. The course includes units in Painting and Literature, Early Islamic Literature and Material Culture, and Islamic Mysticism and the Arts. Like all ASEM courses, Islamic Art and Mysticism is writing intensive. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2473 Climate Science and Policy (4 Credits)**

Climate Science and Policy (CSP) addresses the scientific principles and data that show the climate is changing and that humans are causing a significant portion of that change. CSP also addresses the nature of the current American discourse on climate change and climate policy. CSP finally provides students with the opportunity to suggest ways out of our present policy paralysis, with prescriptions that address the current scientific findings and principles, economic realities and American policy practices.

**ASEM 2474 Media & Democratization: A Comparative Perspective (4 Credits)**

This class treats the media as a crucial linkage institution between state and society. It examines the interactions between the media (as a socially constructed functional group) and their larger political, social and economic environments. It also explores the relations that govern these interactions.

**ASEM 2475 U.S. Immigrant Narratives (4 Credits)**

U.S. migrant narratives tell a story about nation-building, citizenship, and globalization. This course explores the diverse ethno-racial experiences of migration in the 20th and 21st century through literature and film. Course readings provide a nuanced lens for considering the broader policies and discourses on nativism, immigration law, media representations, and border fortification. What do these stories tell us about the past, present, and future of migration/immigration? How are these narratives encoded with popular and political practices and discourses? How do these stories disrupt, challenge, or consolidate these discourses? Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2476 Capital Punishment (4 Credits)**

This course draws on research from multiple academic disciplines to examine the following: (1) the history of capital punishment in America (temporal trends, public opinion, landmark Supreme Court cases and the impact on parties); (2) the case against capital punishment (race, class, gender, cost, juror qualification, juror error and innocence); and (3) the case for capital punishment (deterrence, incapacitation, quelling vigilantism and retribution). Most students have an opinion on capital punishment despite limited knowledge. Regardless of whether a student is in favor of capital punishment or opposed, the course is exciting and challenging because the student is forced to question and perhaps even reconsider her/his opinion in light of the evidence.

**ASEM 2479 Environmental Culture in East Asia (4 Credits)**

This course explores current environmental and ecological challenges in major East Asian countries such as Korea, Japan, China and Taiwan through the lens of ancient and contemporary cultural and philosophical traditions. The course examines 1) primary traditional Asian philosophic and religious concepts about Nature, such as Confucianism, Taoism, and Buddhism, as well as traditional literatures and arts that reflect those concepts; 2) contemporary eco-literature and eco-cinema that function as responses to, and critical reflections of, the urgent environmental crises in those countries; 3) cultural practices that are officially, communally, or privately implemented for eco-preservation and environmental-protection. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2481 Witchcraft & Renaissance Drama (4 Credits)**

Witchcraft and Renaissance Drama traces how the rise of the witchcraft panic in England is reflected in and fueled by several venues of cultural production in England from 1558-1621. The course takes an historical journey through the laws against witchcraft, the witch trial transcripts, the emerging gender pamphlet wars and the popular drama as all manifestations of how the metaphor of witchcraft served to address several cultural fears of the transition between Early Tudor, Late Elizabethan and Early Jacobean to explore how the drama both responded to and shaped the development of the Witch craze.

**ASEM 2482 Africa (4 Credits)**

In this course, we study the literature, politics and culture of Africa from pre-colonial times to the present. We begin by examining Africa as the locus of the world's oldest civilization and by discussing some key moments in African history. We then focus on the four regions of Africa, on country- or region-based examples of culture and politics in Africa—such as colonial rule in East Africa, war of independence in North Africa, military rule in West Africa, Apartheid in Southern Africa. We also discuss Africa and the world, or Africa in the context of modern-day globalization. In each case, we discuss historical accounts and literary representations as well as political and cultural contexts.

**ASEM 2483 Beyond Play: Board Games as Social Texts (4 Credits)**

Since the early 2000s, board and tabletop games have experienced a renaissance of sorts in sales and popularity. These games and the contexts in which they exist and are played provide interesting foci for cultural study and production. This ASEM focuses on possibilities and implications within the realm of physical games. It complicates traditional understandings of understand gaming or “play” in the sense of diversion, a framework in which games are viewed mostly as sold through major markets as tools for fun. This course values that form of cultural meaning but pushes class members to study and make games that serve different purposes. The course examines cultural and psychological studies of games and players, histories of gaming, statistical modeling, rhetoric and other topics and disciplinary lenses. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2484 Culture of Desire (4 Credits)**

How does desire shape the identity of a culture or society, how is it expressed, and how is it limited? This course examines four different postulated societies to see how they shape their gendered desire. Using queer theory and its impact on interpreting the body and its limitations and freedom, the course examines questions raised by these future imaginings, testing them in applications to contemporary society and our understanding of ourselves. This course brings together literature, sociology, anthropology, linguistics in queer journey through reality and the imagination. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2485 Sustainable Living (4 Credits)**

In light of today's global environmental exigencies, and in keeping with the university's new sustainability priorities, this course challenges students to work out the sustainable provisioning of shelter, power, water and food at the residential level. In this course, students examine the ways in which our current practices are unsustainable, explore more sustainable alternatives (some very old, some very new), and explore the politics and policies that hinder or help the movement toward these more sustainable alternatives. Material is presented in the form of readings, some field trips and campus walks, and some hands-on learning in workshops.

**ASEM 2486 Chaucer's London (4 Credits)**

This course is a study of the medieval London - the people, customs and social order—by looking through the lens of the great satirist of the fourteenth century, Geoffrey Chaucer. We read a few of the Canterbury Tales and some medieval documents that give a fuller picture of medieval London. Our focus is on seeing the medieval origins of the modern city, and comparing the medieval cosmopolitan city with the cosmopolitan city of the early twenty-first century. In addition to reading original documents and secondary research on medieval London, we take virtual trips to Canterbury, the medieval university towns of Oxford and Cambridge, the medieval cities of York and Norwich, the Museum of London, and learn about the historical significance of the Tower, Westminster Abbey, Guildhall, Inns of Court, and St. Bartholomew-the-Great.

**ASEM 2487 Environmental Issues in Italy (4 Credits)**

This course explores the geography of Italy from the cities to the coasts with a specific focus on environmental issues. From the more highly urbanized and industrial north to the more rural and agrarian south, Italy's regions display fascinating contrasts in physical geography, population, culture, politics, and economic/social development. Within each of the regional contexts, a focus on the cities reveals insights into the nature of the Italian urban landscape, while discussion of environmental issues in both urban and rural settings highlights the importance of sustainable development in Italy.

**ASEM 2488 Exploring Contemporary Art "in situ" (4 Credits)**

Exploring Contemporary Art "in situ" is an exploration of contemporary artworks situated in galleries, museums, and public sites in greater Denver. Students will closely observe artworks by various living artists and read them as primary texts to which they will respond with their own writings in contemporary social media. The course will meet on location at least once each week to be in the presence of the source art works.

**ASEM 2490 Politics of Rights (4 Credits)**

This course explores the relationship between politics and rights from a comparative perspective.

**ASEM 2491 Art and the Environment (4 Credits)**

This course takes an historic approach to a discussion of art and the environment. While certainly we could go back to the integration of art and its environs in the Prehistoric period, this class focuses on the contemporary art world.

**ASEM 2492 Animals and Human Societies (4 Credits)**

This course considers human-animal relationships from a variety of disciplinary perspectives. Focusing on Western Europe and America, we explore the many ways in which people interact with non-human species—killing them for pleasure, eating them, observing them and caring for them—and the effects of these interactions on both animals and people. Thinking about animals sheds light on crucial issues in today's society, with implications for everything from environmental change to the impact of consumer culture to the ethics of euthanasia.

**ASEM 2493 Caring in a Capitalist Economy (4 Credits)**

How does a good society address the needs of members of that society who cannot fully take care of themselves? Does caring have a place in our capitalist economy? Do we organize the provision of care in a just way? How do we balance our caregiving responsibilities in our daily lives? Through course lecture, discussion and community caregiving, we explore these challenging questions using insight from economists, philosophers, sociologists and others to help us better understand how we provide care within our capitalist economy.

**ASEM 2494 Global Ecology of America (4 Credits)**

Ecology is the science of interconnections, and "The Global Ecology of America" encourages students to think anew about the ways the United States interconnects with the rest of the world. As the word "ecology" suggests, our primary focus is on environmental interconnection. This class is concerned with both communities and environments. It seeks to make students more aware of the essential links between the two, and it also seeks to shed light on the often unseen or ignored ways our lives, as Americans, shape—and are in turn shaped by—the lives of other people in other places all around the planet.

**ASEM 2499 Mountains: Ecology, Imagination, Aesthetics, and Challenges (4 Credits)**

Why are people drawn to mountains? What geological and biological features account for our interest, and how might the psychology and philosophy of aesthetics explain why mountains have multiple uses and effects, recreational to religious? How have writers, artists, filmmakers, climbers, skiers, and hikers historically represented mountain experiences? And what are the economic and ecological consequences of all this attention? Can we "ruin" mountains? This writing-intensive course addresses these complex questions through multiple perspectives drawn from the several disciplines noted above. Equally complementing scholarly readings are several popular personal and creative works: films, stories, adventure memoirs, diaries, and so on. Course may include, when circumstances permit, field experiences in the Colorado Rockies and archival work at the American Alpine Club Library in Golden. This ASEM course is open and accessible to advanced undergraduates from all majors, regardless of experience and academic background. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2501 The Addictive Self (4 Credits)**

This course examines the interconnections between addiction and the formation of the sense of self or "self-identity." Students construct a working theory of addiction in relationship to selfhood, considering narratives of addiction, and explore the stories not only of alcoholism and drug addiction, but also of food and "process" addictions. The course explores the texts and issues involved from a variety of disciplinary perspectives, including especially those of psychology, sociology, psychoanalysis, literary criticism cultural theory and philosophy.

**ASEM 2502 Fictitious Ecologies: Envisioning Provisioning Through Science Fiction (4 Credits)**

This course uses science fiction to examine some of humankind's social and ecological ills through multiple perspectives and disciplines. These include environmental science, ecology, ecocriticism, and science fiction, especially its history, genres, and topics, for example, climate fiction (cli-fi), Afrofuturism, cyberpunk, indigenous epistemologies, ecodystopias, and post-apocalypses. The course also includes different paradigms of economic analysis, including ecological, feminist, and institutional. A goal of the course is to envision future provisioning possibilities that are in line with Earth System stabilization and reducing social disharmony. As an ASEM, the course is writing intensive. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2503 AIDS: Then and Now (4 Credits)**

HIV/AIDS is for the most part forgotten in the developed world; it has morphed into a manageable chronic disease. But it has not disappeared, and it has had an enormous impact on our lives and identities. This course will examine the ongoing cultural legacy of HIV/AIDS, concentrating on activist movements in the United States, followed by an examination of HIV/AIDS in sub-Saharan Africa today. This course brings together biology, literature, sociology, and linguistics in a queer journey through the impact of HIV/AIDS. As an Advanced Seminar, this course is writing-intensive, and you will be working on your written expression during the quarter. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2504 Land and Law in Africa: The Politics of Land Acquisition and Distribution (4 Credits)**

In settler colonies in Southern and East Africa, millions of African people were displaced from the land on which they had lived for centuries to make way for European settlement and agriculture. In the postcolonial era, these countries have attempted to redress these legacies by legally redistributing land from the descendants of white farmers to Black farmers and shareholders, with controversial results. Focusing on Kenya, Zimbabwe, and South Africa, this class considers the histories of precolonial systems of land tenure and the colonial legal mechanisms enforced in the often-forced acquisition of land, and how contested meanings over land to different communities are articulated in the postcolonial world in considering who the land belongs to today. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2505 Early Social Experiences and Health Throughout the Lifespan (4 Credits)**

This writing-intensive course focuses on how social experiences during infancy, childhood, and adolescence influence mental and physical health throughout the lifespan. It covers social experiences broadly, including close relationships, neighborhood-level factors, policy, built environments, and social stress, among others. It discusses the positive and negative experiences that can shape development directly and indirectly, and students innovate ways to enhance the public good through applying research. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2506 Creativity (4 Credits)**

The course inspires students to be creative in all facets of life and provides extensive practice, with feedback, in being creative through daily class activities, outside-of-class writing assignments, and class presentations. Students learn the classic techniques for getting novel ideas as well as how to navigate the obstacles that so often restrict creative expression. Students learn how to be creative in a wide variety of different genres so as to fashion their own personal styles.

**ASEM 2507 Earth Sound - Earth Listening (4 Credits)**

This course is an environmental humanities seminar that takes an art/science approach to the study of ecoacoustics: the relationship between human beings and their environment through sound. The seminar approaches ecoacoustics through sound studies and ecological sciences. It emphasizes transdisciplinary problem-solving and developing proficiencies in critical dialogue. The course introduces ecoacoustic literacy as an exemplary art/science toolkit for understanding noise pollution and acoustic ecology extinction as emerging environmental crises, and it develops the case for preserving personal, societal and biospheric spaces. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2508 The Cinematic Essay (4 Credits)**

As an Advanced Seminar, The Cinematic Essay is a creative and critical praxis course which focuses on formal and thematic analysis of documentary films from a wide range of international directors for the purpose of developing new methods of visual written work. Directors include filmmakers like Dziga Vertov, Angélique Varada, Farouq Farakzad, Chris Marker, Abbas Kiarostami, John Akomfrah, Ari Folman, and Chantal Akerman. Students watch films, read theory related to both cinematic technique and lyric essay, write both critical and creative short assignments, with the goal toward transferring cinematic documentary techniques and cinematic theoretical approach into creative, nonfiction essays, developed in a workshop environment. The course also promotes cultural knowledge, investigates hidden biases, and explores culture privilege. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2509 Communication and Production of Cultures (4 Credits)**

Profound changes in the last two decades on the global, national and local scales have brought about a collapse in people's traditional sources of self-definition, notably those ethnic, racial, geographic, sexual and national bases of group belonging and identity. Given such undermining of the old certainties, answers to the question "Who am I?" have become more tenuous, if not totally "up for grabs." Fragmentation of identities, ethnic conflict, social alienation and a loss of a sense of grounding are only some of the noted hallmarks of the present time. This course is designed to address the implications of this shift in signification—from identity to difference—for the dynamics of identity formation and the search for alternative bases for consensus-formation in the new millennium.

**ASEM 2510 India: Caste/race/religion (4 Credits)**

India: Caste/race/religion explores the idea that caste is the foundational structure of Indian society and that all the modern problems that plague India—casteism and untouchability, the genocidal treatment of Dalits and Muslims, the degradation of women and queer people, communalism, and the systematic disenfranchisement of a majority of Indian society, to name a few—have their foundations in caste. We will also pay special attention to how progressive movements founded on anticaste values have challenged social exclusion by drawing upon indigenous and other liberatory philosophical traditions.

**ASEM 2511 Race, Class and Gender (4 Credits)**

Issues of race, class and gender are of salient importance as the population demographics of the United States have shifted dramatically over the last decade. The experience of working and living in isolation from people different from oneself will be increasingly rare in the years ahead. In this course, using a multidisciplinary anthology of essays as the primary text, the focus is on the psychological experience of intercultural discourse that stems from the intersection of race, class and gender in the United States at the beginning of the 21st century.

**ASEM 2512 Humor Theory and Application (4 Credits)**

Students in this course study psychology of humor and practice skills in comedic performance. Students learn the psychological theories of humor and apply these theories to the work of a variety of comedians and humorists and to satires or parodies, such as mockumentaries. Additionally, students analyze humor from a cross cultural perspective and learn about humor and laughter research in experimental psychology. As the ability to understand and use humor appropriately is a key component of interpersonal and occupational success, this course additionally helps students recognize and develop their own humor styles.

**ASEM 2513 Constructing Freedom and Bondage (4 Credits)**

Historically, claims about what it means to be free – or even human – have been made through discourses about enslavement and imprisonment; some have used bondage as a trope to explore philosophical or artistic projects, while others have used it to interrogate the assumptions of various political and economic paradigms. Others, still, have used these tropes as a means of advocating for social change, notably through slavery and prison abolition movements. This course examines how writers such as Hegel, Frederick Douglass, Angela Davis, and Dylan Rodríguez define the relationship between freedom and bondage, and it examines the stakes of those definitions for an American ethos deeply invested in the concept of freedom. The course uses frameworks of critical discourse analysis to consider peer-reviewed scholarship, political speeches, reality TV, music videos, and documentary films. The course also explores conceptions of civic identity in the United States. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2516 Do the Wicked Prosper? (4 Credits)**

This course revolves around a question, which is famously quoted from the Bible, "Why do the wicked prosper?" The quotation presupposes that the wicked do prosper, but many strands of human thought challenge the supposition. This course examines the students' reactions to this question and leads them to approach the question and their reactions to it from a variety of academic perspectives.

**ASEM 2517 Prostitutes of the Pen and Novel: 18th Century Women Novelists (4 Credits)**

In *Seductive Forms* (1986), leading feminist scholar Ros Ballaster famously coined the phrase "prostitutes of the pen" to describe the common perception regarding the first English professional female authors of the late seventeenth and early eighteenth centuries. It encapsulates the cultural conditions with which women had to contend and their extremely limited options for earning a living. We will trace the social, economic, and historical issues with which English society, particularly the women of the eighteenth century, faced. The eighteenth century witnessed the rise of capitalism, trade, the merchant class, and with these various developments also saw "the separation of spheres"—the domestic from the public. This separation of the domestic from the public constructed a division between men and women, whereby men ruled the public world: economy, politics, and education, and women were relegated to the home and excluded from the public sphere. One of the major effects of this division was the lack of professional opportunities for women. Other than acting as domestic servants, there was little chance for financial independence. Therefore, these "prostitutes of the pen" were true pioneers, women who created a profession for themselves and a way to survive. Beginning with these early British novelists, this course intends to investigate the history and work of English women writers in the eighteenth century, extending to the end of the century. Additionally, this course seeks to explore women's history in the eighteenth century—their educational and professional opportunities and the ways in which patriarchy, property, and English law affected women and informed their fictional works. Moreover, this course will assess how novels afforded these women authors a voice of protest as well as at times becoming a voice of consent within popular culture.

**ASEM 2518 Exploring Italy (4 Credits)**

This class combines a seminar meeting throughout fall quarter with two weeks travel to Italy following exams. Students focus on the art and literature of Rome, Florence and Venice in preparation for their travels. Students concurrently enroll in *Excavating Italy* (ARTH 2613 or ENGL 2613) as a co-requisite.

**ASEM 2519 Music of Southeast Asia (4 Credits)**

This course examines traditional, popular, and diasporic musical genres in Southeast Asia, using that lens to explore more broadly how music and culture interact on a critical global scale, drawing on histories of colonialism and power. From Javanese court gamelan, to Thai Luk Thung, and from karaoke among immigrant Vietnamese communities in the United States, to Malaysian shadow puppet theater, the course explores the varied and diverse region that is Southeast Asia. It examines both classical and popular musical traditions, approaching music not from a music theory perspective, but rather from an ethnomusicological standpoint – drawing on cultural studies, history, sound studies, critical theory, anthropology, sociology, and religious studies. Content includes music and performances, academic articles, first-hand accounts, and documentary films, focused on topics in music, dance, genocide, and social and political movements. Students will develop writing, listening, thinking, and oral skills. No formal music training or previous musical experience is required for this course. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2520 Contemporary Theory and Art (4 Credits)**

This course examines continually changing theoretical perspectives that have influenced culture, using artworks and artists to understand those theories and their influences on creation and interpretation. A larger concern is how these perspectives affect contemporary world views and how we have arrived in the current cultural climate; to those ends, the course offers a broad overview from Enlightenment thought through Postmodernism. While these theories circulate among various discourses in philosophy, physics, sociology, psychology and politics, the main focus and example is how art and culture have moved through this epoch. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.



**ASEM 2521 Youth in Italian Fiction (4 Credits)**

This class explores broad questions about the representation of youth and adolescence, using the lens of fictional representations of youth in Italian literature and cinema of the 20th and 21st century, especially contemporary Italy. In addition to studying novels and films, the course will feature historical and sociological sources (including from youth studies), and will provide tools for a methodological approach to storytelling. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2522 Social Change and Interview-Based Theatre (4 Credits)**

This course is an exploration of the theory, techniques and processes used to create interview-based theatre. This course will explore both the theoretical and practical side of this specific theatre form. Students will read, analyze and reflect on past examples of interview-based theatre in order to gain a stronger sense of the ethics, limitations, possibilities and aesthetics that impact this particular theatre practice. In addition to the theoretical, students will have the opportunity to craft an interview-based play as groups in class, based on an exploration of the theme of their choosing. In a small group, students will craft interview questions, facilitate interviews, transcribe interviews, craft a script and have a staged reading of the final text. Additionally, students will write short reflections and a final paper. The objective of this course is to provide students, regardless of previous experience, with a deeper understanding of how to tell stories using interview as data - through a practical and analytical lens. This course will give students a general and specific understanding of the creative process used to produce an interview-based play as well as give them an opportunity to critique and analyze the form.

**ASEM 2524 Paranormal Phenomena (4 Credits)**

Whether paranormal phenomena exist is an open and controversial question. "Believers" are convinced the evidence in support of paranormal phenomena is compelling, if not indisputable. "Skeptics" believe that extraordinary claims demand extraordinary evidence, and that the evidence for paranormal phenomena is nowhere near extraordinary, if it exists at all. This course examines the evidence for and against the reality of paranormal phenomena.

**ASEM 2525 Expressive Culture in Everyday Life (4 Credits)**

This class examines expressive culture as a site for analyzing the role of concepts like aesthetics, creativity and style in our daily lives. The seminar will explore the importance and meanings of expressive cultural forms, such as music, dance, theater, festival, narrative, in a variety of cultural contexts and which contribute to group solidarity and cohesion.

**ASEM 2526 Communication in Close Relationships (4 Credits)**

Communication in Close Relationships emphasizes the relationship between the self and others at a personal level. We examine research from a variety of disciplines, including communication, psychology, sociology, family studies and history, to increase our understanding of relationships from diverse perspectives. The three main perspectives we investigate show how relationships affect and are affected by their context, the individuals involved and the relational system. The goals of this course are for students to increase their understanding of relationships from diverse perspectives; evaluate critically the information about relationships that we encounter in our everyday lives; ask and investigate questions about real-life relationships; and communicate insights into communication and relationships in a variety of formats.

**ASEM 2527 Life's Aim (4 Credits)**

How do our everyday activities and our short-term goals, like graduating from college and finding a job, fit together with some of our less concrete and more long-term concerns like finding happiness and meaning in our lives? Is there some way to understand our daily activities as coherent with and supportive of these overarching goals? Using philosophical, literary, psychological and economic texts, this course consists of an examination of the conceptual dichotomy of means vs. ends and the role that it plays in our analysis of human activity.

**ASEM 2529 Analyzing the American Dream - Expressionist Film in 1950's Hollywood (4 Credits)**

This course focuses on the output of a few Hollywood directors (primarily Ida Lupino, Nicholas Ray and Douglas Sirk) who seem to reflect the dominant ideologies of post-war Hollywood. On the surface, their films celebrate middle-class success, a simple American can-do attitude and, most important for this class, characters who seem to reestablish pre-war expectations of femininity and masculinity. Rules of femininity, masculinity and sexuality are a constant focus for these directors, and each has his or her own approach to exploring the repercussions of strict gender assignment.

**ASEM 2530 Deportation Nation (4 Credits)**

The U.S. is engaged in the greatest mass deportation in its history. This course examines the evolution of deportation laws, their functions, and their effects. Controversies related to undocumented migration will be explored from multiple perspectives and through experiential learning activities. Students will develop evidence-based ideas for effective and humane reform.

**ASEM 2531 Culture of Desire (4 Credits)**

Sex—we talk about it all the time. Talk shows, online, in magazines, in plays and music, sex shows up everywhere. Why do we expend so much energy on something that, in most cultures, isn't really discussed much in public? And what is sex, exactly? How do we define it? How do we legitimize sex, and why have we decided to categorize people as heterosexual, homosexual, bisexual..? What structures have we developed to make us conform to those categories, and what discrepancies have we chosen to ignore? Why is it problematic to base arguments about relationships on historical evidence? In this course, students find out answers to these questions, answers that will lead to even more questions and problems.



**ASEM 2532 Death & Dying in Hindu Traditions (4 Credits)**

This course explores the meanings of death and dying in Hindu perspectives. The inevitability of death has led cultures throughout the world to speculate on what happens to the individual during, at the moment of, and after death. Until the modern period, religions have typically been the first or only place where people turned for answers to basic questions of existence: What happens at death? Will I and the people I love disappear forever? Or will we continue on after death in some way? Is this the only life we have? What is the relationship between the life we lead now and what happens at and after death? These kinds of universal questions have led to culturally specific and conditioned answers and speculations, some of which we will examine in this course.

**ASEM 2534 Trade Wars and Agreements (4 Credits)**

Trade between nations and its governance are as old as the history of interaction among human beings. But they have gone through major changes throughout the history since changing economic and geopolitical conditions have long challenged the international system of trade governance. This course investigates the evolution of international trade agreements as well as wars. It is about an inquiry of trade wars and agreements in the context of case studies (such as the 2018 US-China trade war) from a political economy perspective. Have the parties involved in trade been (un)fair to each other (e.g., China vs. the U.S.)? Are they (e.g., the U.S. and China) so interdependent that they must resolve trade conflicts? These questions remain valid even when countries reach a trade agreement. The course addresses those questions from the perspectives of various fields such as economics, political science, history, and cultural studies, and it illustrates the effects of trade wars on ordinary citizens. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2535 The Multiracial Individual (4 Credits)**

This course explores the historical racial tensions in the U.S. that have made it difficult to acknowledge the reality of multi-racial peoples in its midst, and traces the trends in culture and national consciousness that made it possible for a change to occur in the 2000 census. We survey the varying ways in which multiracial people have been regarded by the larger society in different social contexts, as well as the ways in which the sociological, psychological and political dynamics of multiracial identity have changed over time and have impacted the experience of multiracial people themselves.

**ASEM 2537 Politics and Art (4 Credits)**

From the political monuments of the Roman Empire to the installation of Kehinde Wiley's *Rumor of War* in Richmond, Virginia, near several confederate statues, art and artists have shaped the way many interpret and react to important historical and current events. This course evaluates a broad range of imagery, focusing on the artists' choices for representation, the cultural climate of the time period in which the art was created, and the political influence of the resulting imagery. The course, drawing on art history/theory, political science, cinema studies, history, and other fields, explores issues of repatriation of artworks, political bans of imagery, photographic manipulation, and political portraiture. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2538 Critical Animal Studies (4 Credits)**

Critical Animal Studies will analyze a range of approaches to human and nonhuman animal relationships from the disciplines of philosophy, zoology, literature, art history, and media studies. Students will critically analyze a variety of disciplinary approaches to animal subjects, and reflect on their personal values, lifestyles, and identities as human animals.

**ASEM 2539 Health, Media and the Self (4 Credits)**

What are cultural beliefs about health, about prevention and about risk? We focus on how culture, media, peers, medical professionals and family influence how we construct and define health and the many key concepts scholars have linked to the notion of being healthy, preventing ill health and pursuing good health. We also examine the impact and function of these definitions on our everyday lives by exploring what health perceptions have to do with one's self concept, identity, self esteem, relationships, expectations, attitudes, beliefs and behaviors.

**ASEM 2540 Culture, Media and Power (4 Credits)**

Often, films, television programs (both entertainment and journalistic), print journalism and advertising are viewed as having the inherent power to shape the individual's values and beliefs about the identity of one's self as well as that of others. The cultural studies' perspective of this course takes the position that the power to shape values about identity is not solely the providence of cultural texts, but stems from the complex intersection of media institutions, various social groups and the interpretive process. This class explores how various forms of textual, interpretive, social and economic power come to bear on the production of different kinds of cultural media texts and the range of possible meanings about identity available within them. By the end of the course, students should be able to critically analyze the links between various media texts and messages and the definition of their self-identity.

**ASEM 2541 Engaged Learning Portfolios: A Pilot Course in Synthesizing Curricular and Co-Curricular Learning (4 Credits)**

In this pilot offering of ASEM, students investigate their curricular and co-curricular experiences at DU through the lenses of engaged pedagogy, community engagement, and the public good. They consider the purposes and implications of a liberal arts education in relation to these complex and diverse experiences. Students discover and articulate connections between their various Common Curriculum courses and their experiences beyond the classroom, including study abroad and internships. The main course project requires students to analyze and synthesize artifacts of their learning to create a digital portfolio. This course is conducted primarily in a workshop format.

**ASEM 2542 Knowledge and Ignorance in Contemporary Scientific Practice (4 Credits)**

Over the last few decades, an increasing number of scientists, philosophers, historians, and sociologists have emphasized that the traditional depiction of science as a progressive accumulation of true - or approximately true - descriptions is an oversimplification. We have come to realize that the right kind of ignorance and failure can truly be a gateway to success, to deeper understanding. But how is this possible? What kind of failure can be turned into knowledge? How does science deal with ignorance? How does one use ignorance to its advantage? This course provides a long answer to these questions. Specifically, it recasts some classic philosophical issues by bringing attention to a widespread scientific practice that can be aptly called "black-boxing." The course examines and illustrates these issues with some prominent episodes in the history of science, from fields ranging from biology and psychology to economics. Beyond completing the Common Curriculum, there are no prerequisites for this course, which is introductory in character, presupposes no previous acquaintance with philosophy, the natural sciences, or the social sciences, and is entirely self-contained.

**ASEM 2543 Sound and Music in Early Modern England (4 Credits)**

Imagine waking to the sound of bells, getting the latest news and gossip via song, singing bawdy rounds at the tavern, or gathering in a secret location to hear forbidden music. This course examines the profound cultural changes taking place in seventeenth-century England and the English empire and how music reflected and helped create these transformations. It considers religious extremism, colonialism, political and scientific revolutions, and their connection to our own political and cultural conflicts. No prior music experience required.

**ASEM 2545 Medievalism in Music and Popular Culture (4 Credits)**

This course explores the phenomenon of medievalism—that is, the perception and representation of medieval culture in post-medieval eras—and examines its impact on Western (that is, primarily European-derived and influenced) popular cultures, especially in music. The course examines ways that artists past and present have used images of the medieval past to connote authenticity, spirituality, liberty, virtue, class, gender, race, rebellion, democracy, alienation, horror, romanticism, and magic. Sites of medievalism discussed in the course include novels, films, operas and musical theatre, folk songs, visual art and architecture, politics (including disturbing elements such as fascist and white supremacist movements), hip-hop, new media, and digital cultures that draw on medievalism. As are all ASEM courses, this one is writing-intensive. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2546 Gender and Power in Africa (4 Credits)**

This course explores how gender relations are enacted in Africa, including how those relations were (and are) impacted by colonial and post-colonial influences of western powers. The course examines multiple beliefs, attitudes, symbols, behavior and actions that define women and men in various African societies, in ways that are not binary or polar, but rather situational and dynamic. Illustrations of these issues are drawn from ethnographies, movies, novels and so on. The course employs mainly anthropological perspectives and research, but it also includes historical and literary materials. Completion of all other Common Curriculum is required before students can register for this course.

**ASEM 2547 Writing About Music in the 21st Century (4 Credits)**

Students analyze music from a variety of disciplinary perspectives, including historical, political, and sociological approaches, and then learn to write about music in genres ranging from album reviews, musician and/or scene profiles, cultural criticism, liner notes, music blogs, performance reviews, and personal essays. Students read nonfiction about music, attend concerts, and research musicians, their music, and musical communities. With an eye toward broader publication, students craft and share their findings with public audiences. Course texts such as *How to Write About Music* will be supplemented by historical and theoretical readings and by works from music writers like Lester Bangs, Amiri Baraka, Jeff Chang, Gerald Early, bell hooks, Amanda Petrusich, Ellen Willis, and so on.

**ASEM 2548 Critical Consumer Culture (4 Credits)**

Students will engage in critical analysis of consumer culture, with a focus on how media, social media, advertising, spectacles/mega-events, and consumption spaces are a part of meaning-making in everyday life. In addition to reading historical and contemporary research articles about many facets of advertising and consumption, students will conduct their own analysis and write about various practices that make up this culture. To the extent possible, students will approach the study of consumer culture in the United States as if they were anthropologist or ethnographers, attempting to 'make strange' a set of familiar spaces and practices around consumption.

**ASEM 2550 Music, Gender, and Sexuality (4 Credits)**

Can music express gender and sexual identities? When a small group of scholars tenaciously raised this question in the 1990s, it created a contentious moment in the study of music history. Students will trace this lively debate through seminal interpretations of classical and popular music while honing listening and interpretive skills. Prior study of music is not required.

**ASEM 2555 India and Historical Film (4 Credits)**

This is a course that utilizes films, fiction and writings of professional historians to explore themes in Indian society and culture such as the colonizer 'self' and the colonized 'other', the mechanisms of difference whether based on race, gender or religion, the processes of identity formation through national movements or community ties, real or imagined, and the quest for modernity through economic development and societal reform.

**ASEM 2556 Social Media (4 Credits)**

Social media enable individuals to create, collaborate, and share messages with networks of all sizes. They are also tools for surveillance that are radically changing how governments and corporations engage with publics, challenging long established notions of privacy, freedom, and civil liberties. This course introduces students to the historical, economic, legal, and cultural context of social media and explores the ways we shape and are shaped by these emergent and ever-changing tools.

**ASEM 2557 Body & Sexuality in Religion (4 Credits)**

This course examines the unique place of the body in biblical religion. We ask how the Bible and its interpreters have shaped current views on sex and the gendered body in Western society. How has the Bible been (mis)used in relation to current understandings of the physical body? Is the saying that a "human" does not have a body, but is a body as true for the Hebrew Bible as the Christian New Testament? How has Judaism and Christianity (de)valued sexuality, procreation and celibacy? How do the biblical traditions shape our modern opinions about the ideal physical body and body modification? How can we understand "out-of-body" experiences and notions of death and afterlife in Western religion? Students are encouraged to interpret the Bible and their own beliefs from a uniquely embodied perspective.

**ASEM 2558 Digital Gods: Media and Religion in the 21st Century (4 Credits)**

This course explores the intersections between media, religion and culture in the United States. Religion continues to hold sway in the 21st Century as a social, cultural, and political force. Religion, broadly defined, remains active in the media age and is increasingly mediated through television, film, politics, and consumer culture. This course examines TV, film, sports, social media, and more to explore digital gods of the 21st century and how they influence and inform US culture.

**ASEM 2559 Globalization and Film (4 Credits)**

This course explores the varying ways that globalization impacts cinema on a national and transnational level. Designed as a seminar, this course is broken down into three units: theories on globalization; implications of globalization behind-the-scenes; and representations of globalization onscreen. Through a selection of assigned readings and filmic texts, you will be encouraged to think critically about what "globalization" means and how it influences films, both behind-the-scenes and onscreen. To reify your understanding of globalization, you will research and write original scholarship on globalization and a select film to contribute to the academic community.

**ASEM 2560 America Through Foreign Eyes (4 Credits)**

The United States, and Americans, occupy a unique, privileged and powerful position in the contemporary world order. Indeed, according to many scholarly and public accounts, the U.S. has achieved unprecedented status as the preeminent world power. Yet, despite or, paradoxically, perhaps because of its status as what some have called a world "hyperpower," large numbers of Americans are mostly, if not totally unaware of what U.S. global preeminence means to them and to other people around the world. This course aims to inspire critical reflection on the student's part about the role of the United States - its political and economic systems and practices, its culture, and most fundamentally its social actors, meaning its people(s), in a globalizing world.

**ASEM 2562 Modern and Postmodern Music (4 Credits)**

Students explore multiple musical styles and genres, primarily from the 20th century to the present, as they develop new cognitive pathways for experiencing all music. The course devotes substantial time to developing a vocabulary of descriptive terms that apply universally to music even outside the modern and postmodern subject matter.

**ASEM 2565 The Power of Place-Making (4 Credits)**

Places are imbued with meaning, functioning as intersections of identity, memory, and power. Through an interdisciplinary critical perspective, students will explore place-making: how various forms of textual, interpretive, social, and economic power affect the production and experience of places, and the range of possibilities for social justice available through them.

**ASEM 2566 Society Through Literature and Cinema (4 Credits)**

This course will study the interconnection of human societies (or nation states) as evident in different kinds of narratives. Discussing literary and film narratives in particular, we will examine the beliefs and influences that shape relationships within the same society as well as the beliefs and influences that shape relationships between different peoples and societies. Our examination will include an exploration of how these beliefs and influences are generated and modified. Our study will be aided by the interpretive insights of artists and visionaries. Our examples will be taken from different regions of the world.

**ASEM 2567 Violence, Law, & the State (4 Credits)**

This class is built on interrogating arguably the fundamental issue facing every state: how to deal with violence. Through a mix of academic readings, films, documentaries, and reputable media, we will consider a range of issues regarding violence and the state in the modern world. The three organizing themes for the class are understanding the lived problems of violence, the nature and value of freedom in relation to violence and the state, and the question of how law relates to violence and the state.

**ASEM 2568 Outsiders in Italian Fiction (4 Credits)**

This class addresses the recurring representation of the character as an outsider in the Italian literary and cinematic tradition of the 20th and 21st centuries. Novels, theatrical plays, and films will be supplemented by a collection of secondary sources on psychology and sociology, providing the tools for a correct thematic and methodological approach to storytelling.

**ASEM 2572 Philosophy, Psychology, Neuroscience, and Free Will (4 Credits)**

This seminar introduces students to the topic of human freedom from the perspective of philosophy, neuroscience, and psychology. If everything that you do and have ever done is the inevitable byproduct of the political, social, economic, cultural, familial, psychological, and neurological forces at work within and around you, in what sense could you be free and morally accountable for your actions? In what sense could you be worthy of praise for your accomplishments and blame for your failures? The course will address the topic of free will using contemporary scholarship in philosophy, neuroscience, and developmental and social psychology, and we will ask questions such as: What, exactly, is free will? What can our understanding of causation tell us about free will? What is moral responsibility, and how is it related to free will? What brain processes underlie our decisions? Prerequisite: Completion of all other Common Curriculum requirements.

**ASEM 2573 Violence, Law and the State (4 Credits)**

This class will interrogate what is arguably the most fundamental issue facing every government: how to deal with violence. Through a mixture of academic readings, films, documentaries, and reputable media, the course will consider a range of issues regarding violence and the state in the modern world. Prerequisite: completion of all other Common Curriculum requirements.

**ASEM 2576 Art, Thought, Spirituality (4 Credits)**

This course examines the close and complex relationship between esthetic expression and private religiosity, or "spirituality." The course will examine how theories as well as personal accounts of artistic creativity, experience and appreciation can both broaden and deepen our understanding of the inner life that is otherwise communicated in religious terms and how artistic expression can also have a quasi-religious or "spiritual" character. The central objective will be to illumine the way in which the construction of the individual self and the formation of the personal identity are intimately tied to different quests that are artistic and spiritual at once.

**ASEM 2577 Cultural Intersections (4 Credits)**

In this course, we explore the dynamics of cultural reception or the translational dimension of modern culture, particularly the reception of narratives within particular cultures and beyond. Our main focus is the principles that integrate and divide people along the lines of race, class, ethnicity and culture. Our journey involves studies of cultural contacts, contexts and narratives from Africa and the Caribbean, Asia and the Middle East, Europe and the Americas.

**ASEM 2578 Travel Writing Through the Ages: Exploring Italy and the Self (4 Credits)**

A panorama of the evolution of the Travel Writing genre shows how different travelers have interacted with foreign environments for centuries and provides students the model to create their own travel journal. The course focuses on travel narratives to, from, and within Italy. The reading list includes Italian and American writers such as Christopher Columbus, Margaret Fuller, Mark Twain, Carlo Levi, Italo Calvino and Umberto Eco. Excursions to different parts of Italy, visits to historical sites and museums and screenings of relevant Italian films complement the class.

**ASEM 2579 From Literature to Film (4 Credits)**

In this course, we examine the adaptation of literary works into films. We closely study selected modern literary works and the film interpretations of each work. Focusing on the transition from one narrative form to another, the course enhances the critical skill of students as well as their creative ability with respect to cinematic translations. We, therefore, also have mini scriptwriting workshops as a way of imaginatively highlighting the sort of considerations that go into the making of the film script.

**ASEM 2580 Celtic Identities and Nationalisms (4 Credits)**

Every March 17th, millions of people around the world engage in invented rituals of drinking, parades, & music in celebration of St. Patrick's Day. Summer finds Scottish Highland Games enacted by kilt-wearing, bagpipe-playing, Celtic-culture aficionados across the English-speaking world. The European Union has funded Celtic-History Trails & sites across Western Europe to link itself to an earlier period of 'unification.' Millions of people claim Celtic heritage and ancestry in the U.S.A. and across the globe. But what does that really mean? Who is entitled to claim such identities? Who is not? How do people reconcile 'Celticness' with other elements of individual, national, and group identities across the globe? This course uses Celtic identity as a means of engaging students in a critical examination of the meaning and process of identity formation. Students identify, compare, and evaluate the methods used to define and claim legitimate and illegitimate definitions of "Celtic" identity espoused by past and current nationalists, musicians, archaeologists, political scientists, historians, governments, film-makers, shopkeepers in Wales, Scotland, Ireland, Brittany, Europe.

**ASEM 2581 Forgiveness, Politics and Film (4 Credits)**

This course covers a number of reconciliation frameworks that have been employed as transformative and peacemaking strategies in various interpersonal, social and political contexts. We discuss the value (and limitations) of core reconciliation concepts, see how they have been used productively, and consider their possible application to ongoing problems in the world today.

**ASEM 2582 Latina/o Identity & Community (4 Credits)**

This course analyzes the complexity of Latinos' unique social position, using an interdisciplinary approach to understand the construction, maintenance, and change of Latino identity and community formation over time in the United States. As students will learn, Latino identity in the U.S. has experienced a continual process of negotiation between dominant discourses--regarding gender, race, politics, economics and culture--and the socio-political and cultural histories of their own communities. Accordingly, we explore the variety of ways in which identity and culture are socially constructed and actively contested, with particular regard to the diversity among and within Latino groups.

**ASEM 2583 Individuals, Individuality, and Society (4 Credits)**

Individual" is a key term in discussions of human life and human interaction, but it tends to be inadequately defined. We often assume that we already all understand what an individual is. In social science, especially, "individual" is typically assumed to correspond to individualism, and, particularly, to methodological individualism, the view that the individual parts making up a whole entirely and exhaustively define and determine that whole; from which it follows that each individual is to be understood as what it is in isolation, unrelated to any other individual. This course, by contrast, starts from the claim that the question "what is an individual?" is genuinely difficult, and that much too little attention has been given to it.

**ASEM 2586 Memoirs of Madness (4 Credits)**

We examine mental illness from a literature perspective--through analysis of memoirs, and in concert with a scientific perspective--through psychological-based texts and lectures. This unique approach to study mental illness should be inherently interesting for students because of the subject matter and the chance to engage the material through personal narratives. The use of memoirs allows for a rich understanding of a variety of impairments with the added benefit of the firm anchor of clinical science.

**ASEM 2589 Thinking (4 Credits)**

This course helps students both learn how to think well and to understand why they often don't think well. The course addresses a wide range of topics in which thinking is relevant including creativity, science, argumentation, rhetoric and intelligence. Students come to understand their personal strengths and weaknesses in thinking and students spend a substantial amount of time improving their areas of both strength and weakness.

**ASEM 2590 Interpreting the Holocaust Through Film (4 Credits)**

This course takes students on a journey from Nazi Germany to the present day through the lens of the camera. We examine how the Nazis used film to convey their messages, explore the varied experiences of those who lived during the time of the Holocaust as depicted in films, view movies that address various ethical dilemmas presented to Jews and Gentiles as a result of these trying times, and discuss the ways that the Holocaust has been represented and memorialized through films in more contemporary times.

**ASEM 2591 Latina/os in Popular Culture (4 Credits)**

This course examines trajectories of representations of Latina/o identities in popular culture (i.e. film, music, television), both produced by the dominant culture, as well as self-produced. Students first work to understand the complexity that comprises Latina/o communities by reading some foundational works on Latina/o identities (i.e. Gloria Anzaldúa's *Borderlands/La Frontera: The New Mestiza*). Following this, through a historical perspective we trace the emergence of Latina/o images in popular culture and how those images are tied to contemporary events of the time.

**ASEM 2594 Memory and Memorialization (4 Credits)**

This course focuses on how social groups represent, experience and commemorate the remembered past. We explore issues of construction of memory, particularly addressing issues of how the representations of the past—and its materialization through monuments, ruins and landscapes—are connected with issues of institutionalized perceptions of national, ethnic, racial and religious identity. Memory and its material representation are addressed through interdisciplinary readings and case studies from different geographical areas, and as much as possible, we use the city of Denver and Colorado as our study site to apply our observations and readings.

**ASEM 2596 Politics of Reconciliation (4 Credits)**

This class addresses the national and international efforts to seek justice and achieve reconciliation. It examines how state and non-state actors reflect on an unfortunate or hostile past with a designated "other": how did their relations and interactions with this targeted "other" go wrong? What were the material, philosophical and emotional grounds to breed such hostilities? What were the consequences? Has the memory of the "past self" and "past others" shaped the way the two groups interact today? Why do some actors refuse to say "sorry," and why do some victims refuse to forgive? What are the similarities and differences among various reconciliation projects? In this class, we lead students to explore these challenging yet exciting questions.

**ASEM 2597 Unwrapping the Rhetoric of Consumption (4 Credits)**

*Unwrapping the Rhetoric of Consumption: A Critical Investigation of the Relationship between Communication, Consumption, Shopping, and Identity* is a writing intensive course that offers an introduction to the study of consumption as a communicative phenomenon. People often use consumption to demonstrate who they are, their worth/importance, their relational ties, their gender, etc. The course will examine the socially positive and negative implications of these practices of consumption. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2599 Sport, Deviance, Social Control (4 Credits)**

This course explores four broad themes: sociological theories of sport, sport identities, sport deviance and the confluence of sport, media and social control. It examines timely real-world examples and draws on a range of disciplines that have investigated sport in society, including cultural studies, sociology, psychology, anthropology, criminology and kinesiology. Completion of all other Common Curriculum is required before students can register for this course.

**ASEM 2602 The Black Spiritual (4 Credits)**

This course examines the role of traditional black, or "Negro," spirituals (the songs created and first sung by African Americans in slavery) in the evolution of American ideals of freedom, justice and grounded spirituality. A history of the spiritual as folk and concert music is paralleled by an examination of the very concept of "American" that evolved, both from the perspective of those excluded and those included in that concept.

**ASEM 2603 Indigenous Approaches to Gender and Sexuality (4 Credits)**

This course introduces various ways that indigenous communities in the U.S. and Canada have understood and attempted to navigate issues gender and sexuality in a religious context. It introduces foundational understandings of gender and sexuality that inform both Western and Indigenous cultures, and it explores the fundamental differences between those understandings. The course also presents emergent theories that challenge assumptions common within the Euro-American tradition. Through research and writing, students add to the contextual breadth of the class.

**ASEM 2604 Russia: Revolutions & Utopias (4 Credits)**

This course examines Russian culture and society from the late 1800s to the 1930s, when Moscow and Saint Petersburg/Petrograd were synonymous with cutting-edge and avant-garde, staging revolutions—and dreaming of utopias—in politics, art, sex and science, to name but a few areas. The course compares the ideals of those times with Russia today as well as with developments in Western Europe and North America.

**ASEM 2605 Society, Nature and Animals (4 Credits)**

*Society, Nature and Animals* examines the enormously engaging and complex relationships between human communities/societies, on the one hand, and the natural world and nonhuman animals on the other. The course focuses principally, through not exclusively, on the United States, where these relationships have been imbued with special significance, and prominent political and intellectual figures have cast the country as "nature's nation." The course also considers how different social groups, particularly those structured around gender, race/ethnicity, cultural/national identity and social class, are connected to the natural world and nonhuman animals.



**ASEM 2606 Japanese Film (4 Credits)**

This course examines some of the most iconic films in the Japanese cinematic tradition in order to identify and critically engage in narratives of Japanese aesthetics and cultural identity, especially ones that take culture as the site for locating tradition and/or modernity. No previous knowledge of Japanese or film required.

**ASEM 2609 Literature of Nature and Apocalypse (4 Credits)**

Concern about the declining state of the environment has been a topic of longstanding interest, from Henry David Thoreau to John Muir, and writers like Edward Abbey, Ernest Callenbach, Louise Erdrich, T.C. Boyle, Octavia Butler, Cormac McCarthy and others. This writing intensive course examines questions relating to environmental activism and social structures predicated upon technological and materialist culture. It considers how American writers have reassessed the relation between religious beliefs and notions of utopia and apocalypse. It examines and analyzes timely and relevant historical, literary, and philosophical issues relating to the current state of the environment.

**ASEM 2610 The Politics of Bilingualism (4 Credits)**

While more and more college students are required to take a "foreign" language and bilingual programs grow in popularity in the K-12 systems, formal education in languages other than English in the US has often been at the heart of fierce debates claiming it is impractical, irrelevant and even "un-American". This course addresses a variety of concerns around the perception and manifestations of bi- and multilingual policies in the US. We examine how the perception of English as a "national language" and a "language of opportunity", contrasted with other languages (and the people who speak them) as a "distraction" or "threat" contribute to personal and public policies surrounding language use in the US.

**ASEM 2611 Being Human: Sex and Sexuality (4 Credits)**

Relationships are the greatest thing in the world—until they end. Many people have experienced both the exhilaration and the misery of a romantic relationship. The same can be true for other types of social relationships. How do you make sense of the relationships around you? To navigate better our complex human landscape, understanding the basis of human sexuality and sexual expression is important. This course examines behavior and emotion by introducing the results of high-quality scientific studies of sexual behavior and its evolution and expression. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2615 Disease in World History (4 Credits)**

This course examines the social and political impact of disease in global history, and also considers how understandings of disease have changed over time. We will focus on the modern period (roughly the past two hundred years) and examine demographically significant diseases such as tuberculosis, malaria, and smallpox. Themes that we'll explore together include how the distribution of power and wealth in the 19th-20th centuries helped determine global distribution of diseases today; how our ideas about a disease influence how willing and able we are to deal with it effectively; and the notion that disease is as much as socioeconomic problem as a biotechnical one.

**ASEM 2616 Globalization and its Discontents (4 Credits)**

This course examines the expansion of the world economy in a comparative historical perspective and draws on the disciplines of economics, history and political science. The course begins by introducing the current popular/journalistic debates using social science and historical arguments and evidence. The purpose is to provide the students with tools for critical analysis and a conceptual map to understanding the debate.

**ASEM 2620 Inventing America (4 Credits)**

This class introduces students to exemplary public documents, primarily in the form of speeches, which address the promises set out in the preamble of the U.S. Declaration of Independence: the rights to life, liberty and the pursuit of happiness. The course traces how these promises have been articulated by a succession of public actors ranging from U.S. Presidents to members of radical political factions. The course always addresses three major political movements: (1) the movement for political inclusion of Blacks, beginning with early abolitionists and extending to the struggle for civil rights, including the black power movement; (2) the movement for the political inclusion of women, beginning with the suffragists and extending to include feminism, including the fights over sexual freedom; and (3) the struggle over economic rights, beginning with early U.S. socialist and anarchist movements and extending into the contest over the creation and pruning of the U.S. welfare system.

**ASEM 2625 Rough Draft History: Film and Video Documentary (4 Credits)**

This course presents a historical study of documentary film and video, from the films of the Lumière brothers in the 1890s to several contemporary examples. We will explore such issues as the nature of documentary and what distinguishes it from fiction, the development of various documentary modes or styles, propaganda and ideology in documentary film, documentary ethics, borderline forms that combine documentary and fiction, and documentary's role in supporting established institutions and regimes and/or promoting social change.

**ASEM 2626 Politics, Policy and Economics of Healthcare (4 Credits)**

This course takes an intensive look at American history from 1945 to 1955 in order to investigate the relationship among international relations, domestic politics and American culture. While anticommunism was perhaps the preeminent influence over American politics and culture, this course also investigates other related cultural developments, such as the moral and cultural anxiety resulting from the revelations of the Holocaust and Stalinism, the anguish represented by the height of existentialism in American thought, the exploding popularity of abstract expressionism, the gradual growth of consumerism, and the effects of the baby boom.

**ASEM 2629 Truth and Treason in the Cold War (4 Credits)**

This course takes an intensive look at American history from 1945 to 1955 in order to investigate the relationship among international relations, domestic politics, and American culture. While anticommunism was perhaps the preeminent influence over American politics and culture, this course also investigates other related cultural developments, such as the moral and cultural anxiety resulting from the revelations of the Holocaust and Stalinism, the anguish represented by the height of existentialism in American thought, the exploding popularity of abstract expressionism, the gradual growth of consumerism, and the effects of the baby boom.



**ASEM 2633 Literature of Trauma (4 Credits)**

This course examines the relation between memory, trauma and history in postwar American literature and culture, as those have become major themes in novels and films. The works examined in this course provide us a window into experiences of victims of trauma, while extending the possibility of forming a more sensitive and inclusive conception of American history and culture. Readings include literary works and a selection of secondary critical and historical texts. Completion of all other Common Curriculum requirements is required prior to registering for this course.

**ASEM 2637 James Joyce's Ulysses (4 Credits)**

This Advanced Seminar will focus on James Joyce's famously difficult—but in many ways not all that difficult—modernist masterpiece *Ulysses*, which will in turn be the subject of three writing assignments that will allow you to explore the roles and responsibilities of the reader, the writer, and the critic. There are many reasons to devote an entire quarter to James Joyce's *Ulysses*, which turned 100 years old on 2/2/2022, but here are two: 1) its reputation as a "difficult" book often overshadows the fact that it's beautiful, funny, and in many ways quite accessible, and 2) it's a useful book for thinking about being with (and without) other people. In this course, we will try to find out both what this book can teach us and what we can teach one another about it.

**ASEM 2640 New England: Myth and Memory (4 Credits)**

The subject of this course is historical memory or, to put it simply, the relationship of the present to the past. Historians take for granted what has been called "the invention of tradition," but most people do not appreciate the constructed nature of the past and do not recognize the possibility that there have been (and continue to be) contests over which version of key historical events or movements is to be disseminated to the public. This course focuses on region—New England—and its racial history as a case study of the process of fabricating historical memory. New England's history is particularly useful for this purpose because the region has had an inordinate impact on our national history.

**ASEM 2641 Globalization from Above and Below (4 Credits)**

This course provides a unique and challenging opportunity for students to clarify the concept of globalization by exploring parallel and interesting forces "from above and below." This course draws widely from international studies, economics, political science, sociology, environmental studies, and feminist theory to examine processes of global social change and conflict. Through academic theorizing and activist writings, the course familiarizes students with some of the landmark debates on globalization. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2642 Between Persecution and Revolution (4 Credits)**

This course will investigate how women in America, France and Iran have written their way into and beyond male power structures. Ranging from the 17th to the 21st centuries, we will study literary, religious, political, psychological, and biological writings that probe the vexed power of female voices in the public sphere. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2643 Comparative Democratization: East and West (4 Credits)**

The purpose of this course is to examine the contested meanings of revolution and to clarify its paths and goals. To advance these purposes, this course highlights the experiences of a variety of revolutionary projects in different regions, eras and cultures. It also explores the weights that different actors (state, society, global orders, charismatic leaders, etc.) hold in shaping the processes of radical political changes. The course will conclude by exploring new thinking on the politics of revolution for the twenty-first century. We will ask how issues of ecology, gender, changing values, indigenous movements (to name just a few) can liberate our imagination about revolution in specific and political change in general in a post-modern world.

**ASEM 2646 Dance in India (4 Credits)**

As a discipline in which the body is trained to become "naturalized" in very specific ways, dance tells us much about the culture in which it is a part. Dance movements and meanings also become sites of conflict during periods of cultural transition, and yet because of dance's ephemeral nature, its relative adherence to tradition, or lack thereof, is difficult to ascertain, and thus often hotly contested. This course explores the tension between change (innovation) and continuity (tradition) in four different forms of dance from the Indian subcontinent: Bharata Natyam, a classical dance form from South India; Kathak, a classical dance form from North India; Bhangra, a folk dance form from Northwestern India; and the mass-mediated, syncretic form of dance predominant in the Bollywood film industry.

**ASEM 2648 Good Vibrations - Electronic Music: Technology and Culture (4 Credits)**

This course hopes to supply the answer to the question, "How did we get here?" To answer that question, we need to look at the phenomenon from many different perspectives. History frames the topics of the course. In order to understand characteristics of electronic instruments, we start with traditional mechanical-acoustic instruments. Their characteristics are the model for many modern electronic instruments. Although in the experimental years early in the 20th century, all traditional models of music were questioned; those included musical notation which has been in place since Charlemagne's rule in A.D. 800, the number of notes within an octave, the number of notes within a span of time, and dynamic range (loudness and softness). We look at the anatomy, physiology and perception (psychoacoustics) of human auditory response in order to frame the limits of the characteristics of electronic music and the means to produce them. Of course, the "electronics" are presented at a higher system level to promote understanding of the electronic instruments themselves. (NOTE: No human subjects will be harmed or subjected to any inhumane treatment by presentation of analog or digital circuits during the delivery of this course.)

**ASEM 2651 The Peopling of the Western Hemisphere: Science, Evidence, Controversy (4 Credits)**

The migration and colonization of North and South America is analyzed based on data and observations made from the archaeological record. While it is evident that people did arrive in the Western Hemisphere in the distant past, there is a great deal of dispute about where they came from, when they arrived, and how they adapted to the new environments they encountered. The course evaluates various claims about all these important aspects of human migration. It tests conflicting models about which people arrived first, where they first landed, and what they did when they got here. The primary tools for this analysis are archaeological materials, but the course also draws on recent DNA and linguistic evidence of living Native American groups.

**ASEM 2652 Conspiracy Theories and Contemporary Culture (4 Credits)**

What have become called "Conspiracy Theories" (CTs) have been around since some of the earliest human narratives but have only quite recently been studied as a distinctive phenomenon. Underlying this explosion of popular interest in CTs are a number of intriguing philosophical, psychological and socio-political issues that reveal a great deal about how social discourse is pursued, formed, circulated and empowered (or disempowered) in the contemporary world. In this course, we will view this broad phenomenon of CTs from three different perspectives: (1) philosophical, (2) psychological, (3) social and political.

**ASEM 2653 Law & Politics of Reproduction (4 Credits)**

This course engages issues by examining them from multiple perspectives, using analytical tools from multiple disciplines. We explore historical and cultural changes over time, tracing them through historical and political writings, U.S. Supreme Court cases, legislation, statistical data, memoir, and sociological, philosophical and anthropological analyses. In drawing on these multiple sources, we examine past and present while also considering the relationship of these issues to the future.

**ASEM 2657 Harry Potter and Esotericism (4 Credits)**

Today's students have grown up with J. K. Rowling's seven Harry Potter books. This incredible publishing phenomenon has inspired children and adults alike to devour 500-page books within days of publication, at a time when statistics seem to indicate that people are no longer reading. Why would these tales of English school children learning a curriculum of magical skills have so captured the imagination of a generation of young people living in a post-modern world? The purpose of this class then is to examine the role of esoteric themes that pervade the Harry Potter books and to investigate the history of those subjects from the Middle Ages to the present, by focusing on the visual traditions they inspired. Areas discussed include the history of magic and witchcraft, classical and Celtic mythology, alchemy, astrology, fantastic beasts, "books of secrets" and their healing potions, the mythic lore of botany, divination and various esoteric paths of enlightenment.

**ASEM 2658 The Long Civil Rights Movement (4 Credits)**

This course explores the Long Civil Rights Movement—focusing on the ongoing struggles for racial equity in education. While the course is broadly historical in scope, covering debates about public education over the last century, it explores historical and cultural changes in education by focusing on three primary struggles: (1) the African American quest for equal education; (2) the Mexican-American fight for bilingual education; and (3) the Native American pursuit of self-determination through education. Throughout the course we consider how these historical struggles echo in contemporary debates of race, education and equity.

**ASEM 2660 Cinematic Storytelling (4 Credits)**

The course acquaints students with basic concepts and methods used in the analysis of stories, the theoretical assumptions and models describing and justifying those concepts and models, and practical applications of story analysis in cinematic and script form. We begin with Aristotle, provide an interdisciplinary and historical overview of narratology, move to literary narrative analysis, and then focus on film-theoretical approaches while gaining practical skills in analysis of the elements of storytelling in fiction, film and television. In this way, students gain some historical perspectives on the form and function of story - its timeless prevalence as well as its more current iterations.

**ASEM 2661 The French Revolution (4 Credits)**

This course is an interdisciplinary exploration of the French Revolution. Students learn about the many ways in which the Revolutionary decade of 1789 to 1799 marked a significant break with the French past - politically, socially and culturally. Yet these profound changes could not occur without some continuities. Students reflect upon political, sociological and philosophical questions that make the Revolution relevant today: How do democratic values take root in a traditionally monarchical society? Can these values be exported to societies without democratic traditions? Are liberty and equality compatible? How are nations defined? Can people thrive in a strictly secular—or fundamentalist—society? What is the role of violence and war in effecting political and social change?.

**ASEM 2662 Testimony, Memory and Allegory: the Representations of the Chinese Cultural Revolution (4 Credits)**

This course investigates how the Cultural Revolution serves as a critical link of the Revolutionary Era (1919-1980) and Reform Era (from 1980 on), via closely and critically examining various representations and surreal fiction, melodramatic and avant-garde cinema, lyric poems, music and visual arts. Although much of the material discussed is socio-politically oriented, the focus of the course is within the realm of literary and cultural criticism. This course explores complicated and often interwoven relationships between testimony, memory, signs, meanings of both writing and reading about traumatic events of the Cultural Revolution, ethical (personal and communal) commitment to memory and the engrossing historical, literary and artistic representations of the past expressed in different media. By doing so, the course reveals how each representative account copes with its producer's distinctive memories of the Cultural Revolution and, more importantly, responds to the cultural and political contingencies of the producer's time, as well as the artistic conventions of the producer. As such, it functions not only as a connection to the past but also a reconfiguration of the present.

**ASEM 2663 The Dark Knight Exposed: Exploring the Complicatedness of Superheroes (4 Credits)**

The 21st century has seen a rebirth of interest in fictional superheroes, and this course will explore how such characters can be seen as representing aspects of contemporary society. Especially noteworthy are conflicts between good and evil that so many superheroes embody. As Batman character Harvey Dent explains, "You either die a hero or you live long enough to see yourself become the villain." The course uses readings from psychology, literary studies, and popular culture to explore figures from the X-Men, Superman, the Avengers, and other comics and movies, with a central case study focus on Batman. The goal is for students to come away with a deep understanding of and appreciation for the complexities of superheroes and what they represent: what conflicts hide below their surfaces and our society's?.

**ASEM 2664 Contemporary Issues in Africa (4 Credits)**

Through the study of a variety of literary, visual, and oral cultural artifacts, this course will investigate contemporary issues of gender identity, education, development, and political culture in different areas of the African continent.

**ASEM 2665 Occupied France in Perspective (4 Credits)**

This course deals with the Occupation of France during World War II. Students, throughout the course, learn to understand, describe and articulate selected crucial aspects of this four-year period of military occupation. This course examines the question of the image of the Resistance and Occupation in cultural memory; this is a much studied and debated issue today, and forms the conclusion to the course. Forms of collaboration and resistance are very much in question in historical, cultural and literary debates today.

**ASEM 2666 Murder in America (4 Credits)**

This course draws on research from several perspectives in order to examine: (1) the definitions, scope, consequences and historical trends of homicide in America over the last century, including a case study investigation of why the murder rate dropped dramatically in New York City by the late 1990s; (2) past and current sociological/cultural and psychological explanations for lethal violence, including an in-depth look at serial, mass and spree killers; (3) crime policies and techniques aimed at reducing lethal violence, which entails a critical look at Three Strikes and You're Out laws aimed at violent offenders; and (4) media representations of homicide defendants and victims.

**ASEM 2667 Magic and Religion (4 Credits)**

The course examines, first, magic and witchcraft described in the Hellenistic world, India, and Medieval Europe and, second, magic and witchcraft in twentieth-century settings in the Upper Nile and rural France. The course also includes a study of twentieth and twenty-first century esotericism and occultism. Magic practices include pragmatic rites that cause effects ranging from love to murder, astrology-based medicine, conjuring and transacting with invisible creatures, creating power-bestowing diagrams, consecration of amulets, deploying and removing curses and disease, and weather control. Witchcraft includes sorcery and counter-sorcery rites, divination, and folk medicines. Magic is usually described as opposing religion, but the religious lives of most religious people contain magic practices; therefore, studying magic is a tool for studying cultures in both theory and practice. Research projects engage a magic practice to garner insights into the culture or cultures that circulate such lore.

**ASEM 2669 American Religious Movements (4 Credits)**

This course explores the history and contemporary relevance of religious movements in the United States, coupling that knowledge with selected social scientific perspectives on how social movements generally emerge, succeed and die out. Topics may include the Great Awakenings of American Protestantism in the 16th through 19th centuries; the array of religious transformations of the 20th century, such as the heightened religious pluralism shaped by the "new immigration"; sectarian divides; social activism that draws upon religious ideologies, resources and discourses; and struggles for change within religious groups themselves.

**ASEM 2670 Development in Latin America (4 Credits)**

This is a writing-intensive course centered on examining in a critical manner the continued efforts made by several countries in Latin America throughout the 20th century in promoting different projects of national economic and political development. Among other topics, we analyze the incorporation of Latin American countries into the international economy and the consolidation of its local oligarchic regimes (circa 1880s to 1930s); the importance of populism and elite pacts (of the 1940s and 1950s) for the promotion of industrial programs; the process of radicalization of the left, the democratic breakdowns and the ensuing military rule (of the mid-1960s and 1970s); the transitions to democratic rule (1980s); the implementation of market-reforms (1990s); and the current challenges for democratic consolidation.

**ASEM 2672 The Berlin Republic: Germany since 1990 (4 Credits)**

For roughly two decades, Germany, a once divided nation in the heart of Europe held responsible for World Wars, has been re-united. Forty years of division between West- and East-Germany—a division exacerbated by their respective geopolitical roles in the Cold War—left its mark on what many intellectuals considered a 'cultural nation' in spite of their political separation. This class examines the pains and gains of twenty years of unity, a process that has repeatedly been described as an attempt to "normalize" Germany's complicated history. We analyze various political, historical, but mostly cultural developments (and debates) that have accomplished and, at times, questioned this unification.

**ASEM 2677 The Sixties: Swinging London (4 Credits)**

Most of us are familiar with the main images of the 1960s in Britain, miniskirts, Mods, scooters, hippies, free love, the Beatles, the Rolling Stones, and James Bond. Considered the great decade of change, students' parents and other baby-boomers look back on it with nostalgia and the media continues to romanticize the period as being more innocent than today. Yet scholars continue to argue about the degree to which the Sixties really changed British society. While popular culture was clearly departing from that of the pre and immediately post-war era, many scholars from various disciplines assert that these changes, including the rise of the music industry, the teenager and youth culture, consumer-oriented society, spy literature, gender and racial issues found their roots in the post-war experience. Other scholars assert that the decade was dominated by contradictory impulses and that the major changes were uneven and often on the surface. This course traces the major themes of the period, including the rise of popular youth-based consumer culture, an unfettered media in Fleet Street, the center of world fashion-Carnaby Street, espionage literature on the page and on the screen, race and immigration issues, challenges to gender norms and sexual 'liberation', Britain's changing position in the world, the end of the British Empire, and the redefining of British national identity. These themes are investigated using a variety of sources including popular and documentary films, personal memoirs, novels, primary documents, secondary literature, fashion, poster art and other non-traditional sources.

**ASEM 2679 Thinking, Eating, and Writing: Food History (4 Credits)**

Nearly everything related to food and drink has a fascinating history: origins of dishes, food habits, customs, traditions, manners and modes of consuming food. This course integrates academic and some popular histories of food with student-created histories based on research, experience, and observation. Students read widely to understand the production of knowledge in food history and its vast scope, from a range of approaches, including theoretical, geographical and topical. Students engage in exercises to strengthen skills as historians and produce original archival research.

**ASEM 2680 Jewish Latin America (4 Credits)**

This course examines Jewish presence in Latin America from colonial times to the present, focusing on Jewish writers in Spanish America throughout the 20th century and considering Jewish-Brazilian and Jewish-Latino writers, Jewish themes in non-Jewish Latin American literature, and the various waves of Jewish immigration to Latin America. This course considers how they helped shape their specific communities and their responses to assimilation, state-sponsored anti-Semitism and Aliyah. Topics to be discussed include assimilation vs. integration; the construction of Jewish and national identities; and anti-Semitism in literature, film and political discourse. The course integrates critical readings alongside the literature, specifically in the areas of trauma and representation. No knowledge of Spanish is required, as the language of instruction is English and all required texts are available in English translation.

**ASEM 2682 Strange Beasts: Nuclear Japan (4 Credits)**

This course is a critical examination of literary and popular culture from Japan's experience of the Atomic bomb, through the "economic miracle" years of the 1960s to the present, focusing on the paired themes of humanity and monstrosity in nuclear experience during the acceleration of technological change.

**ASEM 2683 Bad Girls, Riot Grrrls and Misbehaving Women (4 Credits)**

This course introduces women who subvert mainstream expectations of femininity and explore misbehaving as a means of self-definition and empowerment in popular culture. From "Bad Girl" artists and the Riot Grrrl movement in the 1990s, to current day roller derby skaters and burlesque queens, the course traces the intersections of feminist art, DIY (do-it-yourself) approaches, creative production, performative outlets and socio-political consciousness. Unladylike behavior is explored as a strategy to articulate personal, social, political and cultural identity.

**ASEM 2685 Religion and Filmmaking (4 Credits)**

This course examines film and television representations of religions from around the world in an effort to understand the goals of the media makers and the effects of their productions. The techniques, theory and rhetoric of the films viewed are dissected and discussed. The course enables students to participate in critical, yet respectful debates about the cinematic mediation of religious concepts.

**ASEM 2687 Sex and Globalization (4 Credits)**

This course examines the complex phenomena of "globalization" within the framework of critical gender, sexuality and race studies. Topics range from sexual dimensions of war and empire building to the ways in which sexuality and gender shape global migration, tourism and commerce. In addition to consulting scholarly readings, we also examine and research representations of these phenomena as they occur in the media, online, and in popular culture.

**ASEM 2688 Music and Consciousness (4 Credits)**

This course explores ways of framing and defining individual and collective responses to musical arts, and, in turn, how understanding these responses can lead to a broader view of human consciousness. Through studying different musical cultures (and subcultures), students critically examine their own musical preferences and respond to other's aesthetic positions. Students explore 20th-century musical writings and compositions; examine themes of development, change, unity and variety in different musical genres; entertain musical manifestos written by various composers and musicians; and write their own "musical constitution."

**ASEM 2692 Philosophy of Migration and Global Citizenship (4 Credits)**

The 21st century is already being described by many as "The Age of Migration." This course explores the implications of mass global migration for the political philosophies of citizenship on which sovereign states are founded. Is something like a global citizenship possible? This seminar offers a cross-disciplinary perspective on this and other related issues. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2693 The Unfathomable Russian Soul: Identity and Self-Perception in 19th Century Literature and Culture (4 Credits)**

This course explores Russian identity and the idea that it resides in the "unfathomable Russian soul" that defies rational explanation. Students examine how classic Russian authors (Pushkin, Gogol, Turgenev) imagined and shaped "Russian soul" in their dialogues with Western European cultures and Russia's native traditions (folklore, Orthodox Christianity). Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2694 The Golden Age of Musicals (4 Credits)**

This course maps and analyzes the developments, constructs, creators and canonical works of the musical theatre genre up to and through its formative, formidable period known as the "Golden Age" (c. 1943-1964) as well as the genre's wider social/cultural implications and contemporary relevance. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2695 Religion and Politics in China (4 Credits)**

This course explores the concept of "religion" in the political history of modern China. Students gain new insight into two concurrent and divergent historical processes--state-driven secularization and religious revival--in China and Taiwan. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2696 Communication and Adoption (4 Credits)**

This course explores the communicative dynamics of adoptive families. This course focuses on issues surrounding identity, cultural context, race, sexual orientation, loss and ethics. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2697 Muslims and Identity in Europe (4 Credits)**

This course introduces students to the diverse Muslim populations across Europe, taking a case study approach that focuses on the histories, national politics, and societal contexts that help form Muslim European identities. Students gain exposure to anthropological, historical, political science, and religious studies techniques and perspectives, while writings focus on real-world genres that support students' professional development. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2698 Justice, Legal Obligation and Judicial Decision Making (4 Credits)**

This course provides students with an introduction to the major theories of judicial decision-making and the basic philosophical problems involved in understanding the concept of how law binds citizens, especially judges, in a liberal democracy. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2710 Free Form Film (4 Credits)**

Unlike Hollywood studio films, the works of video artists, experimental filmmakers and avant-garde auteurs almost never make their way to a theatre near you. Instead, many media artists find they need to make work for a culture that is already prepared for something other than mainstream filmmaking. How does this "fringe" film culture function and how do critics, curators and "underground" media-makers define their world of film festivals, gallery exhibits and grant proposals? Exploring aesthetic, critical, economic and technical aspects, this course features visits from influential filmmakers and others within the art-film community as we assess and critique groundbreaking ideas that have absolutely nothing to do with Hollywood. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2712 Participatory Culture and Fandom (4 Credits)**

Students explore practice and theories of participatory culture. From writers to fan fiction to grassroots activists to proponents of Web 2.0, those who consume culture are also those who produce it, and this state of affairs raises critical questions about taste, intellectual property, subcultures, and globalization.

**ASEM 2713 Food Culture: Foodies, Foragers and Food Politics (4 Credits)**

Culture, history, identity, sustainability, power: food is the bridge that connects us. Food is used to nourish and heal, mark celebrations, build community, and symbolize identity. This seminar investigates the connections between our food choices and political and cultural power. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2714 Framing the Debate (4 Credits)**

This seminar conducts a bipartisan, multimedia, interdisciplinary investigation of historical and contemporary presidential debates. In addition to following campaign and debate-related news, we read studies from multiple fields – history, political science, communications, sociology, psychology, rhetoric – and apply their insights and methods to analyze debate performances and research debate effects.

**ASEM 2715 Belonging in America (4 Credits)**

Who belongs in America? Who is on the inside/outside, and why? How do we define, experience, maintain, reject, and embrace our own insider/outsider status? Finally, how do American novels and dramas conceptualize and dramatize the many negotiations involved in belonging? This course explores the social, cultural, and experiential aspects of belonging in America. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2716 Tango: Border Crossings in Art, Race, Gender, and Politics (4 Credits)**

This course is a study of the appeal of Argentine tango and why a dance so closely linked to one culture appeals so intensely to people with such different cultural identities. We consider competing answers from academics in many fields – from gender, film, and rhetorical studies to art, politics, and dance – as well as testimonies of dancers and teachers, in Buenos Aires and from around the world. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2717 Pursuing Equality: Gender, Politics and Law (4 Credits)**

This seminar combines theoretical and empirical insights from law with sociology, economics, political science, anthropology, and women's studies to introduce students to the conceptual frameworks, legal mechanisms, and practical realities affecting gender equality primarily in the United States, but with some cross-national comparisons. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2719 Presidents, War, and the Constitution (4 Credits)**

The United States government is based on the idea of limited power. In this course, students analyze the kinds of power presidents have claimed in wartime, how courts have responded, and the consequences for individual rights with a study of the Civil War, World War II and the War on Terror. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2720 Nazi Germany: History, Literature, Culture (4 Credits)**

This course explores Germany's Nazi era. It focuses on themes like redemption, temptation, national community, conflict and memory while analyzing both texts and visuals from and related to the period. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2722 Freaks: Stigma and Resistance (4 Credits)**

The "freak" exists in a system of mutually reinforcing cultural categories: normal/deviant, masculine/feminine, white/nonwhite, civilized/savage, heterosexual/homosexual, able-bodied/disabled, and so on. The course examines how these categories arrange societies and cultural practices in ways that reject the heterogeneity of human experience. Using films, images, and texts from a wide range of fields, the course asks, "How do people become stigmatized?" More importantly, "How do stigmatized people resist marginalization?" Prerequisite: Completion of all other Common Curriculum Requirements.



**ASEM 2723 Contemporary Art in Context (4 Credits)**

This course examines key trends that have shaped contemporary art and considers how artists have turned to traditional media such as painting and photography and created new forms of art through performance, social media, and digital technologies to produce aesthetic and physical experiences that reflect on contemporary life. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2724 Jammin: Technoculture and Improvisation (4 Credits)**

This course introduces students to the recent history of musical and cultural forms devoted to improvisation, including jazz, free music, psychedelic rock, funk, jam bands, and electronic dance music. Improvisation is examined as a response to emerging technological forms by which musicians and listeners embody new personal and collective identities. The course includes perspectives from cultural studies, philosophy, history, media studies, sound studies, and critical theory. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2725 The Female Outlaw (4 Credits)**

This course examines female outlaws and renegades in politics, art, literature, and popular culture. Students assess how women intervene in the masculine mode of transgressive art and fiction, engaging themes of violence, difference, and empowerment. The female outlaw provides a model for writing with conviction, and challenging boundaries. Prerequisite: Completion of all other Common Curriculum Requirements. Course open to Colorado Women's College students only.

**ASEM 2726 Belonging: State and Family in our World (4 Credits)**

This course examines the state regulation of belonging in families and the international ambiguities of rights and belonging to states. It develops concepts by looking closely at histories and stories of adoption and of people who have been caught in-between in the regulation of citizenship: people who lose or mistrust the value of their citizenship, or can't claim the rights of citizens, or flee their countries. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2728 Identity, Power, and Media Culture (4 Credits)**

In our contemporary cultural landscape, information is delivered in many formats, through various mediums, to global audiences. Understanding media systems as information delivery is often tied to journalism and/or financial institutions; "news" and "data," have become synonymous with what we officially learn from media culture. However, those same images and messages that help us understand our social condition are also delivering important meanings about ourselves and those around us. This course focuses on this branch of inquiry within media studies—highlighted by the work of cultural studies—and focuses on the intersections of identity and power. As a fundamental source of the signification of identity, media culture becomes a social tool, and therefore must be understood as a system that shapes our relationships to individuals and communities. This course will explore the importance of this process, will equip students with the means to critically analyze media texts and production, and will sharpen awareness to dominant norms and values in our society. Overall, this course provides students an opportunity to directly confront the questions: How do media shape our understandings of intersecting identities such as gender, race, ability and class? How can we critically identify stereotypes and misrepresentation, including our own privilege? How do dynamics of identity operate at the production level(s)? What are the implications of these representations and how are they related to power dynamics in contemporary culture?.

**ASEM 2729 Seduction and Satire in British Women's Novels of the 18th Century (4 Credits)**

This course explores how fiction by 18th century British women relates to larger themes of gender (and genre) construction. What is the gender of the novel in the eighteenth century? Why do these female authors make sustained use of the seduction narrative, and how do they work to combine it with more traditionally "masculine" forms such as satire? Are they conforming to or subverting received notions of femininity with such use?.

**ASEM 2730 Queer Lives in Musical Theatre (4 Credits)**

Musicals are one of the most popular forms of American theatre, commonly considered family friendly and mainstream. However, since its beginning musical theater has also been strongly connected to queer culture. Through watching and listening to musicals as well as studying queer theory, students identify and analyze depictions of queer life throughout musical theatre history.

**ASEM 2731 Postcolonial Lit and Performance (4 Credits)**

Postcolonial studies investigates contemporary cultures as an embodied consequence of historical power struggles. The major questions covered in this course are: What is colonialism and what are its lingering effects on society? How do we collectively experience, record, and resist dominant modes of oppression through artistic expression?.

**ASEM 2732 New Media, Conflict and Control (4 Credits)**

This course explores the increasing role of new media tools in conflict and surveillance. Examples from recent conflicts illustrate how citizens and regimes use new media to communicate, report, mobilize, monitor, and/or control. Students utilize new media as they research instances of democracy and control.

**ASEM 2733 Media, Culture and Globalization (4 Credits)**

This course explores the importance of understanding media as it relates and impacts globalization, and equips students with the means to critically confront the ways that globalized media impacts culture, and sharpens awareness through written assignments that highlight connections between theory and lived experience.

**ASEM 2734 Music and Spirituality (4 Credits)**

At a time when "spiritual" music appears in a wide variety of contexts such as churches, yoga studios, raves, and radio broadcasts, "Music and Spirituality" explores individual and collective perspectives on music and transcendence, and teaches how a deeper understanding of those perspectives can lead to a broader view of meaning in human experience.



**ASEM 2735 Perspectives on Climate Change (4 Credits)**

This course explores the complex, controversial issue of global climate change from multiple perspectives and using multiple types of sources. The goal is for each student to develop an educated perspective on this issue and be able to advocate for her perspective. Students write at least twenty pages in the class, including short weekly online posts, an op-ed piece, a film review, and a position statement based on knowledge acquired during the class. Writing intensive. Prerequisite: Completion of all other Common Curriculum Requirements or permission of instructor.

**ASEM 2736 Spirituals and the Blues (4 Credits)**

This course examines spirituals and the blues, two song forms from the canon of African American music. A multifaceted approach (both historical and analytical) reveals the ways in which the music is transformative, healing, and liberating, as well as providing a vehicle for agency. The course also studies the music's larger sociopolitical landscape.

**ASEM 2737 Experiencing the Future (4 Credits)**

This course introduces students to the study of the representation and evaluation of possible futures. Students observe the mechanisms impacting future-oriented thinking, and trace the ways that our thoughts about the future shape our day-to-day living. Students draw on insights from literature from a wide array of disciplines—including Sociology, Psychology, Economics and Public Policy—to explore the many ways in which the future is being visualized, colonized, calculated and produced in the society where they live.

**ASEM 2738 Brands, Culture, and Identity (4 Credits)**

Brands have become ubiquitous in every aspect of life in contemporary culture. How has this come to pass and what are the social, political and cultural consequences of living in a culture saturated by brands? This course explores critically the roles and meanings of brands in the making of cultures and identities.

**ASEM 2739 Can College Teach Reasoning? (4 Credits)**

In the last several years, colleges and universities have made national news with a series of controversies over diversity, inclusivity, and free speech. Many commentators see free speech at odds with diversity and inclusivity. Those who stress the importance of free speech on campus often embrace an idea with a long philosophical history: the "thinking cure." According to this line of thinking, a principal task of education—particularly higher education—is to teach critical thinking. A well-functioning university (not to mention a well-functioning democracy) is a marketplace of ideas where participants are free to rationally debate the issues of the day. The best ideas will eventually win out. People need the skills to debate rationally, which education should provide, and the freedom to deploy those skills in arguing for their versions of the true and the good, which educational institutions and the courts should protect. This course aims to understand and critically analyze this line of thinking through the lens of philosophy, empirical psychology, and contemporary journalism. Can we really be trained to reason in the way that this line of thinking requires? The course considers arguments that emphasize the limitations on our ability to reason, arguments that we are frequently subject to (sometimes insuperable) biases. We examine how these arguments bear on the aims of education generally, and on free speech provisions in particular.

**ASEM 2740 Rhetorics of Belonging (4 Credits)**

This course explores how particular uses of language shape and convey historical and current understandings of American citizenship. Students examine how language creates, reinforces, and challenges the idea of "belonging." What is at stake in accepting or denying identities for certain groups? The course analyzes the role literacy has played in constructions of citizenship, pertinent relationships between culture and language, and the rhetorics of belonging. The course uses both primary and secondary texts to examine the complicated, dynamic, and nuanced history of immigration from multiple perspectives.

**ASEM 2741 Music in Science Fiction Film (4 Credits)**

This course examines music and sound design in science fiction film 1895–2015, exploring key concepts and practices in music, and placing films studied in social and political context, as well as the aesthetic and technological trajectory of the genre. The course addresses recurring themes in science fiction, as well as the impact of new sound technology, non-traditional orchestration, and sound effects on the development of the film genre. The course presumes no prior specialized knowledge of music or film.

**ASEM 2742 Media and Marketplace Feminism (4 Credits)**

This course tracks the historical trajectory of marketplace feminism—also known as commodity feminism, lifestyle feminism, or white feminism—through its dynamic relationship to media culture. In an effort to highlight the complexities surrounding both feminism as political praxis, as well as feminism as a commodity, multiple perspectives are offered for classroom discussion and critique, including readings from feminists, pop culture/literary critics, media studies scholars and feminist media studies scholars.

**ASEM 2743 Bad Words: The Ideologies of Profanity (4 Credits)**

Students explore bad words in all of their variations (e.g., expletives, obscenities, profanities, etc.). The course combines an historical study of bad words with an examination of current usage and issues, looking at bad words through a range of readings from history, neurology, ideology, psychology, and other fields.

**ASEM 2744 The Academy Awards & Academia (4 Credits)**

This course introduces students to the history and politics of the Academy Awards, through weekly film screenings and a variety of scholarly texts from across the disciplines. From war sagas and romantic comedies to horror flicks and musicals, the films covered represent the best of the best, at least according to members of the voting Academy. The course's scholarly lenses will range from statistical analyses of features of Best Picture winners to historical, political, sociological, and cultural interpretations of how the Oscars have reflected shifting societal values.

**ASEM 2745 American Jews, Zionism, and Israel (4 Credits)**

It is often taken as a given, by both Jewish and non-Jewish Americans, that American Jews have always supported Zionism and, since its creation in May 1948, supported the state of Israel's actions. However, the historical relationship between American Jews, Zionism, and the state of Israel has been complex and multifaceted. This course examines and analyzes this historical relationship from multiple perspectives, beginning approximately fifty years before the creation of the state of Israel, while also paying attention to recent shifts in the ways in which contemporary American Jews relate to and view the state of Israel.

**ASEM 2746 Music and Disaster (4 Credits)**

This course examines the role of music within the context of disaster. Understood to be catalysts for artistic expression, disasters produce musical expressions related to trauma in myriad forms. Following an historical overview of large-scale natural and man-made disasters and the kinds of music produced in relation to them, we examine how disaster figures into the production and consumption of music in Haiti, New Orleans, Indonesia, South Africa, Cambodia, Uganda, and in the Post-9/11 world. The course additionally examines music as a tool in social justice, considering how music provides social commentary, critique, and a form of social activism. Students understand how music and disaster are historically intertwined, and how music shapes understandings of conflict and catastrophe. No previous musical experience is required.

**ASEM 2747 Complexity in the Social Sciences with a Focus on Economics (4 Credits)**

The course introduces basic approaches for the analysis of complex systems and their applications informing policy decisions, drawing particularly from an economics perspective. It addresses how complex systems approaches can be used to analyze and understand issues in the social sciences, and explains how a complexity view can change perspectives on situations that are often viewed only from a linear understanding. To illustrate characteristics such as emergence and self-organization, different theoretical methods are introduced. Key issues are addressed without extensive mathematical background. Theoretical issues as well as applications in policy are included in the class. The course introduces basic approaches for the analysis of complex systems and their applications informing policy decisions, drawing particularly from an economics perspective. It addresses how complex systems approaches can be used to analyze and understand issues in the social sciences, and explains how a complexity view can change perspectives on situations that are often viewed only from a linear understanding. To illustrate characteristics such as emergence and self-organization, different theoretical methods are introduced. Key issues are addressed without extensive mathematical background. Theoretical issues as well as applications in policy are included in the class. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2748 What We Eat Matters: The Political Economy of Food (4 Credits)**

This course examines the historical development of our global food system, its imbalances, and alternative perspectives on how to address them. In the first section, the course examines how food production and food consumption have evolved in the era of globalization, and discusses the defining features of global food markets. The second section examines the economic, social, and environmental challenges associated with the globalization of food. The third and last section discusses alternative perspectives on how to build robust, just, and sustainable food system.

**ASEM 2749 Art, Writing, and Propaganda in Occupied France (4 Credits)**

On June 22, 1940, France having been defeated, the French Maréchal Pétain signed an Armistice with Germany and became head of the "Vichy" régime which would now collaborate with the Nazis. The course takes several perspectives on Occupied France, delving into the Vichy régime's policies, practices, and propaganda; daily life under Occupation; types of collaboration and resistance; anti-Semitism in France at this period and before, the art world under Vichy, and the Liberation (1944-5). Course readings (and "viewings") are varied: including historical accounts, Vichy propaganda posters, poetry by members of the French Resistance, post-war films looking back on Vichy with new perspectives, and much more.

**ASEM 2750 Latin American Sci-fi Film (4 Credits)**

This course focuses on a new generation of Latin American independent filmmakers that offer a unique perspective on science fiction and examines how Latin American sci-fi cinema of the 21st century reflects on the present and reimagines the future. Featured films in this course are from Argentina, Chile, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Guatemala, Mexico and Peru.

**ASEM 2751 Misinformation and Conspiracy Theories in America (4 Credits)**

This course focuses on the history and consequences of misinformation and conspiracy theories in the United States. Students read from multiple disciplines, including history, sociology, psychology, and political science, to understand not only why misinformation and conspiracy theories persist, but also how they affect our health, democracy, and social lives. This course takes a pluralistic approach, with readings from academics as well as political practitioners, journalists, and others to underscore the many ways the misinformation and conspiracies are concerning for the United States.

**ASEM 2752 World Migration: Contexts and Narratives (4 Credits)**

The course examines the nature and history of contemporary world migration. Focusing on significant issues concerning migration and diaspora as well as pertinent contexts and experiences in different regions of the world (such as Africa, Asia, Europe, and the Americas), we explore a transnational process that has changed the world. An important aspect of the course is the study of narratives capable of providing insights into a global phenomenon that has been described as "the history of the world."

**ASEM 2789 Deviant Bodies (4 Credits)**

Students will explore the meanings of deviant bodies. They will examine narratives of fatness, illness, disabilities, sexualities, femininities, masculinities, race, and contamination from sociological, historical, anthropological, and feminist perspectives. Discussions and intensive writing about deviant bodies will be prompted by scholarship on embodiment, gender, and social inequality, through examinations of popular culture, social media, film, and students' own social interactions.

**ASEM 2860 Critical Disability and Culture (4 Credits)**

This course explores how the concept of disability (physical, developmental, cognitive, emotional, psychosocial and so on) is constructed through a variety of lenses. Topics may include biomedical discourse of disability in everyday life; relationships and the workspace; the discourse of normalcy as it is constructed by persons with disabilities; and meaning-making process of disability in various cultural and contextual spaces. Utilizing academic research, popular culture references, visual media and writing, students deconstruct, critique, and analyze the different discourses of disability through basic character-driven gaming, using standards of Universal Design.

**ASEM 2861 Taboo Tales: Cultural Literacy through Fairy Tales (4 Credits)**

Cultural literacy requires that we grapple not only with social boundaries, but also with what lies beyond them – the taboos that frighten us, and the taboos that intrigue us. In this course, we will explore the topic of taboo through the lens of storytelling, with a particular focus on the unsettling themes represented in folklore. We will approach the study of taboo in a multi-disciplinary manner, using a blend of folklore, history, psychology, film, and textual studies to examine various tales of taboo from diverse cultures, including Native American, Chinese, Indian, European, Russian, and African fairy tales. Please note that this course will cover unsettling and violent topics; be prepared to read about these themes.

**ASEM 2862 Racism, Schooling, & Development (4 Credits)**

This course will focus on ways everyday school practices can perpetuate racial inequity in school and society as well as impacting racially minoritized youth development. Specifically, we will explore how various school practices (e.g., discipline) disproportionately impact Black and Latine youth schooling experiences as well as their social, emotional, and cognitive development. Students will read empirical and popular press articles and engage the literature with in class and out of class written assignments.

**ASEM 2863 Religion and Science Fiction (4 Credits)**

Who are we? Why are we here? Where are we going? What happens when we die? How do we define what it means to be human? What do we do when others look at us as Others? These are some of the questions that human communities have explored through philosophy and theology. Science fiction (SF) and fantasy represent a massive amount of cultural production, creating a space in which we collectively explore many of these same questions. In this course we will examine novels, short stories, film, and television programs in order to analyze the production of popular culture, meaning making, and modern-day mythology, all with an eye towards resonances with these vital questions about what it means to be human.

**ASEM 2864 Ethics of AI (4 Credits)**

Artificial Intelligence (AI) tools and technology, including robotic technology, are already widespread and only becoming more so. As these technologies are developed and integrated into human life, what are the ethical implications? In this interdisciplinary course, we will read work by philosophers, feminist and critical race and ethnic studies scholars, computer scientists, engineers, and military professionals in order to acquire a detailed, nuanced perspective on the ethics of AI. Using these multiple perspectives, we will focus several topics, including: bias in algorithms, privacy and data rights, whether we should be trying to create machines that represent and act on moral values like humans, the social impacts of AI and technology, and AI and Robotics in Warfare.

**ASEM 2865 Water in the West (4 Credits)**

Both increasing population size and the impacts of global warming have placed considerable stress on urban water resources in the arid and semi-arid west. This course provides 1) an historical review of the development of water resources in the western United States, 2) a current overview of both active and theoretical proposals to manage water resources to ensure long-term water supply sustainability, 3) highlight the difficulties in implementing sustainability strategies, focusing on questions of economics, politics and distributional equity. Prerequisites: Econ 1020.

## Air Force Aerospace Studies

University of Denver students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program through an agreement with the University of Colorado at Boulder. Air Force ROTC programs lead to a commission in the U.S. Air Force upon receipt of a bachelor's degree.

### Standard Four-Year Course

This program is offered in three parts: the general military courses for lower-division (freshman and sophomore) students; the professional officer courses for upper-division students; and Leadership Laboratory (attended by all students). Completion of a two-week summer training program is required prior to entry into the professional officer courses.

### ROTC Course Credit

Air Force ROTC students may use their upper division ROTC courses to meet the requirements toward the AFROTC Leadership minor. In some cases, ROTC credit may be applied to program requirements with the approval of the specific program. Students register for AFROTC courses through regular DU registration, though they are taught on the CU-Boulder campus and follow the CU semester calendar.

### Leadership Studies Minor

Air Force ROTC courses are eligible to count towards a Leadership Studies Minor through the Pioneer Leadership Program, please visit the Pioneer Leadership Program (p. 446) for details.

### Additional Information

For further information, visit [www.afrotc.com](http://www.afrotc.com) (<http://bulletin.du.edu/HTTP://www.afrotc.com>) or the AFROTC Detachment 105 website at <http://afrotc.colorado.edu>.

**RTC2 1010 Heritage and Values I (0-1.5 Credits)**

This course provides an introduction to the Air Force, encourages students to pursue an AF career or seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers. The course also lays the foundation for becoming an Airman by outlining our heritage and values. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 1020 Heritage and Values II (0-1.5 Credits)**

A continuation of RTC2 1010. This course provides a historical perspective including lessons on war and the US military, AF operations, principles of war, and airpower. This course also provides students with an understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students are introduced to the Air Force way of life and gain knowledge on what it means to be an Airman. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 1234 Leadership Laboratory (0 Credits)**

All AFROTC cadets must attend leadership lab (two hours per week). The laboratory involves a study of Air Force customs and courtesies, drill and ceremonies, career opportunities and the life and work of an Air Force junior officer. Students (cadets) seeking a commission must take this lab in conjunction with their AIRR lecture/course. "Special Students" NOT seeking a commission, are not required or allowed to attend LLAB (Leadership Lab). These courses are taken at CU Boulder. Co-requisites: One of RTC2 1010, RTC2 1020, RTC2 3010, RTC2 3030.

**RTC2 2010 Team and Leadership Fundamentals 1 (0-1.5 Credits)**

This course is designed to provide a fundamental understanding of both leadership and team building. This course teaches students that there are many layers to leadership, including aspects that are not always obvious. Such things include listening, understanding themselves, being a good follower, and problem solving efficiently. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 2020 Team and Leadership Fundamentals 2 (0-1.5 Credits)**

A continuation of RTC2 2010. This course is designed to discuss different leadership perspectives when completing team building activities and discussing things like conflict management. This course also provides students with the ability of demonstrating their basic verbal and written communication skills. Active cadets will apply these lessons at Field Training. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 3010 Leading People and Effective Communication 1 (0-4.5 Credits)**

This course is designed to build on the leadership fundamentals. The cadets will have the opportunity to utilize their skills as they begin a broader leadership role in the detachment. The goal is for cadets and students to have a more in-depth understanding of how to effectively lead people and provide them with the tools to use throughout their detachment leadership roles. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 3020 Leading People and Effective Communication 2 (0-4.5 Credits)**

Continuation of RTC2 3010. This course is designed to help cadets hone their writing and briefing skills. The course continues into advanced skills and ethics training that will prepare them for becoming an officer and a supervisor. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 3030 National Security, Leadership Responsibilities/Commissioning Preparation 1 (0-4.5 Credits)**

This course is designed to address the basic elements of national security policy and process. The cadet will comprehend the air and space power operations as well as understand selected roles of the military in society and current domestic and international issues affecting the military profession. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 3031 National Security, Leadership Responsibilities/Commissioning Preparation 2 (0-4.5 Credits)**

This course is designed to prepare cadets for life as a second lieutenant. Cadets should comprehend the responsibility, authority, and functions of an Air Force commander and selected provisions of the military justice system. Classes meet on CU-Boulder campus on the semester calendar.

## Anthropology

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Anthropology is the study of the origin, history and nature of people and cultures. It examines the relationships among biology, culture and the natural and social environments in which people live. Anthropology teaches about humanity in all its complexity from its earliest beginnings to the present, and from historical, comparative, cross-cultural and holistic perspectives. The field addresses contemporary issues and problems, such as global public health, urban development and gentrification, human rights, social injustice and inequality, and the stewardship of environmental and cultural resources.

The faculty members of the Department of Anthropology are experts in analyzing human differences in the context of the material (political and economic) conditions of life. They are concerned with the interaction of gender, race, ethnicity, class and other variables in human affairs, and with the consequences of these relationships for social change and development. Drawing on the resources of the Museum of Anthropology, they are concerned with how tangible and intangible culture expresses and sustains relationships among people, ideas, things, and natural and non-human worlds.

The department has an Archaeology Lab, Ethnography Lab, Paleo Diet Lab, and the Museum of Anthropology housing collections of archaeological and ethnographic materials. The department also has computer-catalogued collections, working relationships with Denver-area museums and

archaeological field opportunities. Students interested in careers in archaeology, cultural anthropology or museum anthropology can find courses designed to meet their needs.

The department provides the Thomas A. Bogard Scholarship for a senior majoring in anthropology.

## Anthropology

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

44 credits, including the following:

Code	Title	Credits
<b>Anthropology Foundations</b>		
ANTH 2000	Genealogies of Anthropology: Foundations and Futures	4
ANTH 2010	Cultural Anthropology	4
ANTH 2105	Human Nature	4
ANTH 2310	Fundamentals of Archaeology	4
ANTH 2600	Museums and Public Culture	4
ANTH 3800	Capstone Seminar Anthropology	4
Select 12 credits in 3000-level courses		12
Select eight elective credits (2000/3000)		8
<b>Total Credits</b>		<b>44</b>

### Secondary Major

44 credits. Same requirements as for BA degree.

### Minor Requirements

20 credits of anthropology.

### Requirements for Distinction in the Major in Anthropology

- Students who perform exceptionally well in their anthropology courses—achieving a GPA of at least 3.75 within anthropology, and 3.30 in their overall college coursework overall—will graduate with Distinction in Anthropology.

#### BA in Anthropology

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
ANTH 1010 (or another SI Society course)	4	AI Natural	4	AI Society or SI Society	4

Any Common Curriculum class, OR Major/Minor Elective, OR Elective	4 Minor or Elective	4 Minor or Elective	4
	16	16	16

**Total Credits: 48**

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
ANTH 2000 (or Minor or Elective)	4	ANTH 2310 (or Minor or Elective)	4	ANTH 2010	4
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
Minor or Elective	4	AI Society or SI Society	4	Minor or Elective	4
Minor or Elective	4	Minor or Elective	4	Minor or Elective	4
INTZ 2501 <sup>1</sup>	2				
	18		16		16

**Total Credits: 50**

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

#### ANTH 1006 Paranormal Archaeology (4 Credits)

This course explores the virtues and limitations of the scientific method for understanding human society and culture. To accomplish this goal it uses selected mysteries and puzzles from the human past that have intrigued, over many years, professional scientists and the general public alike. The course considers a wide variety of topics having anthropological relevance—Bigfoot, the Big Stone Heads of Easter Island, the Great Pyramids of Egypt, the Great Earthen Burial Mounds of North America, and other phenomena—in an effort to sort out hard facts, pure fantasies, and genuine mysteries. This course examines where the more outrageous explanations of mysterious phenomena come from, and investigates why such explanations are of continuing popularity in modern society. This course counts toward the Scientific Inquiry: Society and Culture requirement.

#### ANTH 1010 Anthropology: Humankind in Context (4 Credits)

This course is a basic one in Anthropology that covers all four major subfields of the discipline including Physical Anthropology (Biological), Archaeology, Linguistics and Cultural Anthropology. It focuses on many aspects of anthropology that have applicability today in understanding our species' place in the world, the development of cultural and biological diversity over time, the growth of complex societies and analyses of contemporary cultures. This class allows us to view ourselves inclusively, taking a broad look at many aspects of our shared humanity on a world-wide basis. This is accomplished by not only studying modern cultures, but also by looking at the history of our species over millions of years. This course counts toward the Scientific Inquiry: Society and Culture requirement.

#### ANTH 1910 Ancient Worlds (4 Credits)

This particular course uses the field of archaeology to illustrate the perspectives, methods and results of humanistic inquiry. It investigates human belief, creativity and spirituality in what we'll call deep history: the 50,000 years or so between the appearance of modern Homo sapiens and the rise of the first great civilizations of the Old and New Worlds. These aspects of life are examined through the study of human material culture, including portable objects, representational art, architecture, monuments and culturally-modified landscapes. A key underlying concept of the course is that material culture forms a unique narrative or "text" about the past history of humankind. This text is unique because everyone who has ever lived has helped to write it. Students learn how to interpret this text, recognize its multiple authors, and distill its larger social and cultural meaning. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### ANTH 1988 Study Abroad Resident Credit (0-18 Credits)

#### ANTH 2000 Genealogies of Anthropology: Foundations and Futures (4 Credits)

Explores the development of anthropology as a field of study, including important thinkers, ideas, and movements in their historical and social contexts as well as their relevance to contemporary issues.

#### ANTH 2004 Anthropology of Jews & Judaism (4 Credits)

This course is cross-listed with JUST 2004 and RLGS 2004. This course pairs anthropological texts about American Jews and Judaism with related film, television, and literary representations. The objective of this course is to teach course participants to use anthropology as an interpretive lens through which to consider American Jewish life and culture. Through the study of texts on Jewish nostalgia and memory, class, race, gender, and heritage tours, course participants will learn the history of the study of Jews within anthropology and the place of Jews in the history of disciplinary anthropology. The ultimate objective of this course is to introduce anthropological theory and method in a way that provides students with a powerful analytical tool for thinking about contemporary Jewish life.



**ANTH 2010 Cultural Anthropology (4 Credits)**

This course is an introduction to cultural anthropology. As one of anthropology's main sub-fields, cultural anthropology provides conceptual and analytical tools for a comprehensive understanding of culture and its manifestations. It is concerned with the ways in which individual experience is inserted in social and historical contexts, providing meanings to everyday life. We will explore ideas and behaviors related to culture in different societies and social groups. Topics include culture, meaning, development, globalization, experience, kinship, identity, social hierarchy, and conflict. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of culture in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts and group discussions to apply the concepts and examine them critically. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with JUST 2011 and RLGS 2011.

**ANTH 2020 Artifacts, Texts, Meaning (4 Credits)**

How is it that anthropologists can look at an object in a museum collection and state with confidence what it once was a part of, how it was used, where it came from, how old it is, and even, perhaps, what it meant to the people who made it? What is an anthropological approach to documentation, an important accompaniment to the objects held in museums? In this course, participants learn about the ways anthropologists have approached researching material items and texts (both written and oral), ranging from time-tested techniques to materials science approaches. Students in the class do original research involving museum objects. The class involves hands-on work with artifacts, lecture, discussion, and laboratory analysis. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2040 Historical Archaeology (4 Credits)**

Because it is the archaeology of periods for which there is also written history, historical archaeology is a dynamic and interdisciplinary field. It also has a distinct set of concerns and methods that builds upon, but does not replicate, those of prehistoric archaeology. This course is designed to engage students in the practice of historical archaeology through readings, discussions and the hands-on analysis of archaeological materials. The first class of each week is a discussion of readings in historical archaeology. The readings introduce students to theoretical and methodological issues in the discipline, as well as important case studies. Many of the readings have a North American focus but also address international practice. The second class of each week has a hands-on focus. Backed by readings on historic materials analysis, we discuss and practice the types of research historical archaeologists perform on actual materials, focusing on different material types each week. Students in the course each process and analyze a set of materials excavated from a historic site. Cross-listed with ANTH 4040. Prerequisite: ANTH 2310 or permission of instructor.

**ANTH 2070 American Jewish Experience (4 Credits)**

This course is cross-listed with JUST 2070 and RLGS 2070. In the aftermath of World War II, the United States emerged as the largest, wealthiest, and most organized Jewish community in the world. Taking the premise that America is a Jewish center as its key organizing principle, this course introduces and challenges theories of diaspora and looks at American Jewry's religious and institutional innovations. The course will proceed inductively, taking Denver-based resources and experiences as starting points for an expansive exploration of American Jewish life, culture, and religion. We will focus on mainstream narratives alongside religious and cultural expressions at the margins of American Jewish life.

**ANTH 2105 Human Nature (4 Credits)****ANTH 2125 Primates (4 Credits)**

Non-human primates are used within numerous disciplines as models for understanding the evolution of our own behavior. This course examines non-human primates within the framework of anthropology and explores the ways that the study of other primates contributes to our understanding of human behavior and evolution, and serves to connect us to the living world. The course will examine three aspects of primate life (the three F's: feeding, fighting, and family) first from the non-human primate perspective and then through the lens of human behavior and social organization. To better understand the methods of primatology, students will develop their own research project to take place at the Denver Zoo. As an SI: Society course students will develop an understanding of the defining principles central to inquiry within the discipline of anthropology as well as become proficient in the use and application of anthropological, and specifically primatological, research methods. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 2200 Contemporary Issues of Native North America (4 Credits)**

This class focuses on Native North America and is intended to provide an approach to understanding events and processes that have shaped and continue to influence the Indigenous Peoples of Turtle Island. This course explores contemporary issues within Native American communities in order for students to gain a better understanding of legal and social issues between the Federal government, reservations, and urban Indian populations. We will analyze issues facing contemporary Native American nations including, but not limited to Indian gaming and casinos, federal recognition and issues of sovereignty, blood quantum and biological race, religious freedom and sacred sites, mascots, repatriation of human remains and sacred artifacts, and stereotypical views of Native Americans. Additionally, we will also discuss efforts to reclaim traditions such as language, art, and land. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 2310 Fundamentals of Archaeology (4 Credits)**

This course focuses on the practice of archaeology—why and how archaeologists recover and analyze their data. By the end of this course, students have an understanding not only of the nature of the archaeological record, but also how models of the past are built and interact with general public knowledge.

**ANTH 2323 Global Health (4 Credits)**

This course is an introduction to global health. As one of the world's faster growing fields, global health presents itself with complex opportunities and challenges, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, health care and their manifestations around the world. This course presents an overview of the multiple factors that influence global health and emphasizes the importance of a multidisciplinary approach to respond to global health challenges. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, visual arts, and performing arts. We will explore ideas and behaviors related to health and health care in different societies and social groups. Topics include the evolution of primary health care and alternative strategies in global health, maternal and child health, nutrition, the rise of non-communicable diseases, water and sanitation, community engagement, global health agencies and funding sources, and human resources development. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of global health in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2420 Science, Technology and Human Values (4 Credits)**

This course is designed to examine the nature of science and technology, and their interactions with each other and with society, with a specific focus on how they inform human values. We will examine the society-human-technology relationship as a continuum rather than as distinct, ontological entities in relationship to one another. In examining the grey areas between society-human-technology, it is important to look not only at the environmental and social-justice issues surrounding technology, but also how technologies shape our very humanity, our meaning-making practices, our value-systems, and our imaginations. In other words, how are technologies shaping human becoming? This course will address these types of questions from cultural, ethical, and philosophical perspectives. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2424 The Social Determination of Health (4 Credits)**

This course is an introduction to sociocultural epidemiology. As the scientific basis of public health, epidemiology is the discipline that aims to describe the distribution and causes of health problems in a society, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, disease and health care and their manifestations around the world. This course presents an overview of epidemiology's history and methods, to then concentrate on the social and cultural aspects of health. The course offers an in-depth exploration of the notion of disease causation, with historical and current examples. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, and sociology. We will explore ideas and behaviors related to disease causation in different societies and social groups. Topics include the history of epidemiology and theories of disease causation, research methods in epidemiology, social determinants of health, and the notions of disease causation and determination. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of cases in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 2600 Museums and Public Culture (4 Credits)**

A critical introduction to how cultures and peoples are presented in museums, festivals, tourism venues and the popular media. The course introduces students to the historical and contemporary role of museums and anthropology in public culture and the importance of both in civic life.

**ANTH 2988 Study Abroad Resident Credit (0-18 Credits)****ANTH 3001 Race, Sex and Evolution (4 Credits)**

The course examines the paleoanthropology of race and sex. Our focus is on the nature and evolution of human racial differences, sexual anatomy, reproductive strategies, and gender roles. We will consider the history of thinking about race and sex in anthropology and related disciplines, and the uses to which particular conceptions have been put in our culture. We will discuss and evaluate alternative models for explaining the evolution of alleged biological and behavioral differences between racial groups and between men and women. Evaluation will proceed in light of evolutionary theory, comparative primate anatomy and behavior, the human fossil record, and general anthropological knowledge. Our aim is to examine myth and reality in popular and scientific understandings of these aspects of the human condition and, in the end, the social and political (i.e., policy) consequences of this knowledge. Enforced Prerequisites and Restrictions: ANTH 2105.

**ANTH 3020 Native Religions (4 Credits)**

A cross-cultural survey of concepts used to understand and talk about "religion," "the supernatural," and associated behavior among Native peoples of Turtle Island. Topics include healing and techniques of controlling and channeling supernatural power; sacred places and their significance; myths and symbols in their cultural contexts; initiation rites; conceptualizations of male and female deities; and responses of indigenous people to attempted missionization.

**ANTH 3030 Digital Anthropology (4 Credits)**

Digital Anthropology introduces students to computer technology used in anthropological research. Students study and then produce a number of digital products useful in the analysis and interpretation of museum collections, for archaeological mapping and research, and for the dissemination of anthropological knowledge online. This process covers the use of Geographic Information Systems (GIS) for spatial analysis, three-dimensional imaging programs ranging in scale from broad landscape mapping to detailed digital artifact analysis. In addition, the use of geophysical methods for imaging what is below the surface allows students to produce images of what lies below the ground in archaeological contexts.

**ANTH 3040 Anthropologies of Place (4 Credits)**

This class is an exploration of the relationship between people and places from an anthropological viewpoint. We concern ourselves with a variety of ideas about place, emphasizing not just how places are used, but how they infuse themselves into the lives, histories and ethics of those who interact with them. The course readings include book-length anthropological case studies interspersed with interdisciplinary readings about place and landscape. The course includes seminar-style discussions of readings, workshops and observations in the field. On several occasions, we take our class on the road, working together to think about how people and place interact. By the end of the class, each student creates his or her own anthropology of a place. Must be junior standing or above.

**ANTH 3060 Cultural Narratives (4 Credits)**

Human beings are natural storytellers. Whether reciting oral traditions or recounting personal experience, people everywhere use narratives as a way to express and to understand themselves. This course approaches cultural narratives from two angles. First, it explores the ways that anthropologists, usually trained in the social sciences, make use of and study narratives, whether through ethnographic observation, conducting an interview, gathering folklore or archaeological interpretation. Second, the class investigates narratives that, although produced by non-anthropologists, engage with anthropological issues such as kinship, gender, work, tradition and identity. The narratives range broadly from fiction, to poetry, to film. These two approaches are framed by theoretically informed readings about narrativity, both from the social sciences and the humanities. The class involves intensive reading and writing, as it makes use of both discussion and workshop formats. Each student in the course completes a research and writing project culminating in his or her own cultural narrative. Must be junior standing or above.

**ANTH 3070 Folklore and Cultural Heritage (4 Credits)**

Folklore and Cultural Heritage is the study of the expressive behaviors and practices that constitute the ordinary, everyday life of communities. Folklore includes the intangible cultural heritages of all peoples, for example, the artistic expression reflected in stories and storytelling, music, dance, legends, oral history, proverbs, jokes, popular beliefs, customs, dialects and ways of speaking. Everyone has folklore and participates in the "folklore process." Prerequisite: introductory social science course. Cross-listed with ANTH 4070.

**ANTH 3080 Memory and Memorialization (4 Credits)**

The course focuses on how social groups represent, experience and commemorate the remembered past; it explores issues of construction of memory, particularly how representations of the past- and its materialization through monuments, ruins, and landscapes- are connected with issues of institutionalized perceptions of national, ethnic, racial and religious identity. Furthermore, it discusses concepts such as "authenticity," "tradition," and "modernity" in the interpretation of cultural heritage and how the interpretation of the past and of culture depend on context (political and historical), experience and point of view. The course aims to develop an interdisciplinary approach to memory and to methodologies and empirical research.

**ANTH 3090 God and Giving? Religion and Philanthropy in America (4 Credits)**

This course is cross-listed with JUST 3090 and RLGS 3090. The United States is notable for its high levels of religious participation and for its well-established and rapidly expanding nonprofit sector. In this course, we will explore these phenomena from a variety of disciplinary perspectives including anthropology, history, and religious studies in order to understand the intersections of religion and philanthropy. By looking at religious ideologies, social theory, and legal and economic contexts, we will consider how religion, government, and philanthropy shape and are shaped by one another. We will examine a number of case studies including faith responses to Hurricane Katrina, the history of philanthropy in Denver, and U.S.-based religious global giving. We will explore key questions regarding community and social responsibility and ask which actors get to define key societal problems and who is ultimately responsible for responding to these problems.

**ANTH 3110 The Cultured Ape (4 Credits)**

This course is an examination of human evolutionary psychology. Evolutionary Psychology deals with how contemporary human behavior is constrained by our heritage as evolved primates. It questions the standard social science and mainstream anthropological model of humans as "blank slates" who are primarily shaped by their social and cultural environments. In other words, Evolutionary Psychology views humans as "cultured apes."

**ANTH 3130 The Archaeology of Gender (4 Credits)**

This course examines the ways archaeology can contribute to the study of gender through investigations of the deep through recent past. The class will include readings on gender theory, the uses of archaeological data and specific case studies of engendered lives in the past. Cross listed with GWST 3130.

**ANTH 3135 Feasting, Fasting and Food: The Anthropology of Food (4 Credits)**

Feasting, Fasting and Food focuses on foodways and food culture. Food and its acquisition and preparation are tied to the historical, social and cultural lives of all peoples. By drawing on historical sources, ethnography and a number of anthropological perspectives, we look at foodways as symbols of identity, culinary tourism, food work as trade or profession, the study of food as art and theater, and food and memory. Prerequisite: ANTH 2010.

**ANTH 3155 Native American Resistance in the Digital Age (4 Credits)**

Since Europeans first made contact with the Americas five centuries ago, depictions of indigenous peoples have largely been created by and for the colonizers. Only recently have native activists begun to take back control of their image. The course begins with the premise that indigenous peoples have been active producers of their own cultural heritage both before and after European expansion into the Americas. A postcolonial approach will be used to evaluate resistance from a historical standpoint, starting with the colonial period and into the twenty-first century. Primary attention will be placed on the late twentieth century and twenty-first century to better understand how indigenous filmmakers, curators, scientists, healers, artists, and scholars use indigenous knowledge systems to contest Western conceptions of authority. Specific topics include indigenous film and media; indigenous feminisms; the use of indigenous perspectives in natural resource management; indigenous voices in the decolonization of museums; and the role indigenous communities play in educating the public of long-lived environmental contamination of water and other natural resources. The course will be designed to explore the voice and agency of indigenous peoples in each of the aforementioned fields, and to teach the validity of indigenous perspectives. While students will be introduced to indigenous case studies from around the world, primary attention will be given to Native American tribal groups in the United States. Prerequisite: Any ANTH 1000-level course.

**ANTH 3170 Applied Heritage Management (4 Credits)**

Considers the role of archaeology in preservation and the management of cultural resources in terms of legislation, ethics and practical application, with emphasis of the utility, necessity and reality of doing archaeology today in the public sector. Site report writing, governmental regulations and the business side of archaeology are stressed. Archaeological information from site reports and artifact analysis are compiled and presented in a digital format. Prerequisite: ANTH 2310.

**ANTH 3200 Human Origins and Evolution (4 Credits)**

Examines the fossil record for human evolution from 6 million years ago to the origin of modern Homo sapiens, including current theories, evidence and controversies. Considers the historical and sociological contexts of human evolutionary studies, popular myths and misconceptions, and alternative scenarios for the future evolution of the human species.

**ANTH 3225 Human Rights in Latin America (4 Credits)**

This course aims to provide students with an overview of human rights issues and how they have evolved in recent Latin American history, from the military dictatorships of the authoritarian period to contemporary challenges faced in the region's democracies. It also aims to place human rights concerns in a broader sociopolitical context. Many of today's human rights issues are rooted in the past, but others respond to new and emerging challenges. In this class, we will explore the roots and contemporary realities of human rights movements in Latin America. The examination of these topics should allow us to pose broader questions about the meaning of human rights in a globalized world, the efficacy of international instruments for rights enforcement, and the complex challenges that linger in the aftermath of authoritarianism and state-sponsored terror.

**ANTH 3232 Critical Latinidades: Current perspectives and debates on Latinx experience(s) in the U.S (4 Credits)**

This course will explore the history of the various Latinx communities in the United States, as well as examine current debates on Latinidad. The materials for this class include film, podcasts, news articles, poetry, and academic readings. We will begin by examining the historical mass migration/mass displacement of peoples from various Latin American countries, and then dive into current debates about the pan-ethnic identity that is Latinidad. Among the current debates is who is included/excluded in the mainstream representations of Latinidad as well as highlighting voices that are denouncing the limitations of this concept/identity. The materials, class lectures, and discussions will help us to begin to understand the complexities of Latinidad in the U.S.

**ANTH 3255 Ancient North America (4 Credits)**

This course examines the history of American Indian cultures from their earliest archaeological traces on this continent up to and including contact with European explorers and colonists.

**ANTH 3290 Art and Anthropology (4 Credits)**

Study of the concept of art and its multiple roles in society from a cross-cultural and historical perspective. Commodification of culture through tourism and the global art market; arts of resistance and survival; and cultural expression and community development.

**ANTH 3310 Indigenous Environment (4 Credits)**

The purpose of this course is to introduce students to particular environmental issues that affect indigenous peoples, including subsistence and economic issues; sacred lands; cultural property dilemmas; and the impact that use of traditional cultural properties by others—including nation-state governments, corporations and tourists—have on indigenous peoples' cultural and social integrity. Particular focus is on one of these issues—travel and particularly "ecotravel" and "ecotourism."

**ANTH 3320 Medical Anthropology (4 Credits)**

This course is an introduction to medical anthropology. As a professional and academic field, medical anthropology provides conceptual and analytical tools for a comprehensive understanding of health, illness and healing. It is concerned with the ways in which individual experience is inserted in social and historical contexts and it explores ideas and behaviors related to health in different societies and social groups, as well as the ways in which different groups organize their resources to face health-related needs in the context of their social and economic realities.

**ANTH 3330 Human Rights of Indg Peoples (4 Credits)**

This course introduces students to the concept and definition of "indigenous peoples." It covers the history of resistance, revitalization, and assertion of sovereignty by Indigenous peoples, and why the United Nations felt it necessary to adopt a "Declaration on the Rights of Indigenous Peoples" in 2007. It covers how indigenous identities and indigenous rights issues do or do not "fit" with internationally accepted definitions of human rights. The course will concentrate on the intersection of indigenous autonomy with globalization, neo-liberal ideologies, and nation-state policies. Case studies focus on Iroquois, Crees, Mayans, Mapuche, Zapatistas, Maoris, and Sami.

**ANTH 3350 Latin American Archaeology (4 Credits)**

Covers the prehistory of the Western Hemisphere south of the Mexico-U.S. border, from initial colonization of the hemisphere by Paleo-Indian people, to the origins of agriculture and the rise of civilization. Olmec, Mayan, Aztec, Chavin, Moche and Inca cultures are covered in detail.

**ANTH 3370 Social Inequalities and Social Justice in Latin America (4 Credits)**

This course uses an intersectional approach to the study of gender, class and ethnicity in Latin America. Intersectionality aims at understanding the interlocking relation between these and other variables, how they are rooted in historical and social structures, and are reproduced and resisted through individual and collective experience. The course aims at understanding history, culture and peoples with a special emphasis on examining their heterogeneity, and how such heterogeneity is also related to social inequality. It examines contemporary issues such as women and LGBTQ+ rights, Indigenous movements, human rights, migrations, and economics from the perspective of intersectionality.

**ANTH 3390 Geoarchaeology (4 Credits)**

Use of geological methods to interpret archaeological sites, ancient landscape reconstruction, study of environmental change and habitation.

**ANTH 3470 Applied Anthropology (4 Credits)**

The practical application of cross-cultural knowledge and awareness to the solution of social and cultural problems. Ethnographic methodologies, a review of the history of applied anthropology and a consideration of the ideological and ethical components of applied anthropology are covered.

**ANTH 3500 City and Society (4 Credits)**

Examines the recent past and future of the city as a human built environment that reflects and reproduces social, political, economic, and cultural forces and ideals. Begins with the origin of 'modern' cities in the 19th century and ends with contemporary urban landscapes. Analysis is focused on both the technologies (physical qualities) and aesthetics of urban form. Emphasis is on re-imagining urban design to meet the social equity, cultural diversity, and environmental sustainability challenges of 21st century city life.

**ANTH 3510 The Ancient City (4 Credits)**

The archaeological study of ancient cities around the world is a booming and controversial area of research. This course investigates what we know about the nature of the earliest cities in the great original cradles of civilization: Mesopotamia, Asia, Africa, and the Americas. Our focus is on how the first cities were planned, built, and experienced by citizens.

**ANTH 3540 The Nature of Language (4 Credits)**

Language as social, psychological, cultural phenomenon; relationship between cultures, semantics; language as medium of cultural unification; relationship between dialects, social structure.

**ANTH 3620 Ethnoarchaeology (4 Credits)**

Ethnography has often been used as an illustrative device to animate archaeological remains, or to develop models of human behavior, regardless of the geographic and chronological distance between the ethnographic and the archaeological data. This course addresses different perspectives and theories concerning the use of ethnoarchaeology to complement archaeological information. It aims to define the role of ethnoarchaeology in the study of human past; to establish an agenda of issues to which their use is relevant; and to provide a critical overview of major approaches to the use of ethnographic analogies and historical information in archaeology.

**ANTH 3630 Archaeological Method and Theory (4 Credits)**

This class presents methods for gathering archaeological data in the laboratory and then using a variety of theoretical approaches in its interpretation. Students gather archaeological data using museum collections from a variety of sites. Those artifacts include stone tools and ceramics as well as other environmental data and architectural information in a variety of environmental and landscape contexts. For each site studied students are presented with a body of theoretical literature from which to interpret these data. A variety of interpretative methods can potentially be chosen for each site, and in most cases there is no right answer, only answers that can be supported by the data collected and interpreted using the theoretical constructs read. All students are required to write up complete site reports for each project including all raw data collected in the analysis and theoretical approaches used in interpretation.

**ANTH 3640 Race and Human Evolution (4 Credits)**

Examines the history of thought about the nature and evolution of human racial differences and sexual characteristics, from the mid-19th century to the present day. Considers scientific and popular models for explaining the evolution of racial differences, male-female reproductive behavior and gender roles. These models are examined in light of comparative primate data, ethnographic data and the material record of human evolution. Prerequisite: ANTH 2010.

**ANTH 3655 Indigenous Feminisms (4 Credits)**

This course examines a wide array of Indigenous feminisms. Rather than think of Indigenous feminisms as one static thing, we will inspect the field from multiple viewpoints and perspectives. We will draw from various thematic and transnational contexts across the Americas and Native Pacific in order to analyze the scope and significance of such knowledges, particularly as they relate to broader theories and practices of decolonization. We will begin by examining the foundational inquiries and methods of Indigenous feminist scholarship. Is gender a useful category of analysis? How have Indigenous women thought of gender? How have Indigenous women thought about, and responded to, feminism? With an emphasis on Indigenous scholars and feminists, we will cover a range of topics including (but not limited to) how Indigenous feminism fits into the feminist project, the connection between colonization and violence against Native women, the reclamation of women's initiations, gender and sovereignty, queer indigeneity, Indigenous feminist allies, and decolonial love. We will draw from readings across feminist movements, and as feminist Kanaka Maoli Professor Lani Teves says, we will attempt to "make links between Indigenous feminisms and Latinx feminisms, Black feminisms, and transnational feminisms. Rather than shy away from the tensions that emerge between multiple feminisms, instead we will attempt to cultivate nodes of alliance and solidarity to diversify our feminist tactics."



**ANTH 3660 Anthropological Theory and Context (4 Credits)**

History and development of particular schools of thought, paradigms, methods and methodologies that characterize contemporary anthropology. Intellectual, artistic developments, world-wide sociopolitical and economic processes that shaped much of anthropological thinking of the times. Research methods in reconstruction of human history and qualitative ethnographical research.

**ANTH 3661 Museums and their Visitors (4 Credits)**

This course is designed to be a comprehensive introduction to museums and their approaches to serving visitors, primarily through exhibitions and education. It examines current research and museum practice as it relates to the museum as an environment for meaningful visitor experiences and learning. The course is organized around the following core issues: (1) What do visitor experiences look like in a museum context? (2) How do museums design for different audience types? (3) What do we learn from assessing visitors' experiences? (4) How do objects, ideas and spaces affect visitor learning and experiences? Cross listed with ARTH 3661.

**ANTH 3680 Quantitative Methods-Anthropology (4 Credits)**

The use of statistics in all branches of anthropology; data screening; parametric and nonparametric statistics. Prerequisite: any course in basic statistics.

**ANTH 3701 Topics in Anthropology (4 Credits)**

Specialized topics in anthropology. Check with the Department of Anthropology or the Schedule of Classes for further information; open to students who are non-majors; may be repeated for credit.

**ANTH 3702 Topics in Anthropology (4 Credits)**

Specialized topics in anthropology. Check with the Department of Anthropology or the Schedule of Classes for further information; open to students who are non-majors; may be repeated for credit. Prerequisite: ANTH 1010.

**ANTH 3703 Topics in Anthropology (4 Credits)**

Specialized topics in anthropology. Check with the Department of Anthropology or the Schedule of Classes for further information; open to students who are non-majors; may be repeated for credit. Prerequisite: ANTH 1010.

**ANTH 3742 Museum Exhibit Development (4 Credits)**

Introduces general principles of planning, development, production and evaluation of museum exhibits. Explores design elements and methods of evaluation. Students have the opportunity to do exhibit mockups and exhibit evaluation.

**ANTH 3743 Managing Collections (4 Credits)**

Principles and methods regarding acquisition, documentation, conservation and accessibility of collections. Law, registration methods, computerization, policy, development, ethics and preventive conservation are also discussed.

**ANTH 3750 Ethnographic Methods (4 Credits)**

In this course, students study the art and science of ethnographic research methods, conduct quarter-long field research projects, and write practice ethnographies. The course requires students to apply the American Anthropological Association's Code of Ethics in their research and to write Institutional Review Board applications for their projects. Course readings include texts on ethnographic methods as well as controversial and exemplary ethnographic publications for student dissection and debate.

**ANTH 3790 Field Methods in Archaeology (4 Credits)**

The purpose of this class is to introduce students to archaeological field methods through a combination of readings, lecture, discussion, and hands-on experience. Training begins with issues of archaeological ethics, legal mandates, and research designs. Students then transition to learning skills and methods both in the classroom and in the field. Methods you will learn will include the basics of site survey and mapping, testing, excavation, artifact recovery and field processing, and data recording in the field. Cross-listed with ANTH 1790. Prerequisite: ANTH 2310.

**ANTH 3791 Critical Perspectives in Museum Studies (4 Credits)**

This course critically explores museums and heritage complexes as sites of cultural production and consumption at different historical moments and in diverse cultural and national settings. Special attention is given to contemporary issues, debates, and approaches in the context of museum anthropology and heritage studies. The term museum is used to include a wide range of heritage projects that do not rely only on the traditional institution established to collect, conserve and exhibit material culture, but includes intangible heritage, historic built environment and event natural environment that was used and marked by human action.

**ANTH 3800 Capstone Seminar Anthropology (4 Credits)**

This seminar brings anthropology to bear on a topic of special significance. It assesses grasp of the key concepts, theories and insights of anthropology, and critically reflects on the nature and history of the discipline. Prerequisite: Senior standing.

**ANTH 3850 We are Family: Anthropological Perspectives on Kinship and Relations (4 Credits)**

Anthropologists have long been fascinated with defining who is related to whom. In the first half of this course, we will read works by leading historical anthropologists in order to gain an understanding of the various ways kinship has been defined in anthropology and defined in a diversity of cultures. These works will help us understand various kinship systems throughout the world and explore how anthropologists have worked with the concept of relatedness. This course will then turn to contemporary issues and we will devote our time to investigating current kinship studies of relatedness and how this applies to new reproductive technologies (like surrogate mothers, IVF, etc), and adoption.



**ANTH 3875 Research Methods in Anthropology (4 Credits)**

This course offers an in-depth introduction to anthropological research methods with the aim of providing students with the tools necessary to design a coherent research proposal. Starting with the notion that anthropological research is a scientific endeavor, the course offers knowledge and skills that allow for a systematic application of qualitative and quantitative methods to respond to research questions. Students will learn when and how to use one method, as well as the implications of doing it. Students will also learn how to critically read research reports that use qualitative, quantitative, or mixed methods. The course is organized in two portions. The qualitative portion will focus on a detailed exploration of the continuum that goes from posing a research question, choosing a methodology, carrying it on, and reporting the results. The quantitative portion is concentrated on collecting numerical data, methods of which are often based on a qualitative understanding of people. Quantitative analysis will present tools used to take readings, acquire data, observations, and other information necessary to test hypotheses about people, cultures and how we can understand them from their material remains. The purpose of the quantitative part of the class is to determine what is statistically significant and what ideas about people are supportable using the scientific method. This course is required for all anthropology graduate students, and suggested for advanced undergraduates who are working on senior theses, and have an interest in anthropological research. The course is also open to non-anthropology students interested in anthropological research.

**ANTH 3880 Culture, Ecology, Adaptation (4 Credits)**

This course is organized around these concepts: "ecology," "adaptation," "landscape," "technology," "artifact," and "architecture." The course focuses on defining and examining adaptation and the role of culture and technology in achieving adaptations, or in not achieving them. This focus will be especially pursued with respect to the concept of landscape—that is, culturally defined physical space—and the cultural artifacts that interpret and modify it in the course of human adaptation to its ecological components.

**ANTH 3890 Context of Material Culture (4 Credits)**

Examines how material culture both reflects and actively structures political, economic and cultural life. Considers the relationship between people and their material culture (portable objects, non-portable objects, buildings, socially-created landscapes) in Western, non-Western, ancient, and contemporary cultural contexts. Reading materials draw from the fields of ethnology, archaeology, folklore, geography, history, art and architecture.

**ANTH 3980 Internship (1-8 Credits)****ANTH 3981 Museum Internship (1-6 Credits)****ANTH 3988 Study Abroad Resident Credit (0-18 Credits)****ANTH 3990 Summer Field School-Archaeology (4-6 Credits)**

Archaeological excavation, survey and recordings; analysis and conservation of artifacts in the field.

**ANTH 3991 Independent Study (1-15 Credits)****ANTH 3995 Independent Research (1-10 Credits)**

## Army Reserve Officers' Training Corps

University of Denver students may participate in the Army Reserve Officers' Training Corps (AROTC) program through an agreement with the University of Colorado Boulder. Army ROTC programs lead to a commission in the Active Army, National Guard or Army Reserve. Classes may be taken at the University of Colorado Boulder, Colorado School of Mines in Golden or the Metropolitan State University of Denver on the Auraria campus in downtown Denver.

### Four-Year Program

The standard four-year program consists of two phases. The basic course, normally completed during the freshman and sophomore years, includes topics in military science, officer career development, leadership theory and management. The advanced course coincides with the junior and senior years. Subject areas include leadership techniques, methods of instruction, tactics and unit operations, military law, history, national strategy and Army policies. Completion of a four-week Advanced Camp in the summer is required prior to commissioning, with attendance at this camp normally between the junior and senior years. Students should check with the military science department at the University of Colorado Boulder about the required courses.

### Two-Year Program

The abbreviated two-year program consists of the same courses offered in the advanced course; however, both undergraduate and graduate students may become qualified for this program through successful completion of a four-week summer basic camp. Students should contact a professor of military science at the University of Colorado Boulder for specific requirements and options available based on each student's status at the time of program entry. Students who are veterans of military service or who have participated in Junior ROTC or similar organizations may have a portion or all the basic requirements waived by a professor of military science at the University of Colorado Boulder.

### Scholarships

Students enrolled full time may compete for three-year and two-year scholarships. The scholarship also pays a book allowance of \$1,200 per year and a monthly tax-free stipend ranging from \$300 to \$500.

## Guaranteed Reserve Forces Duty (GRFD) and Dedicated Army National Guard (ARNG) Scholarships

The GRFD and Dedicated ARNG scholarships are two and three-year scholarships available for members of the Army Reserve (AR) and Army National Guard (ARNG) who desire to commission in the Reserve Forces. Applicants must join or be members of the AR or ARNG and participate in the Simultaneous Membership Program (SMP) as a cadet. Scholarships are awarded on a competitive basis. Students apply for this scholarship during the spring semester of their freshman or sophomore year. Contact the Army ROTC enrollment officer at 303-492-3549 for more information.

## ROTC Course Credit

Students register for AROTC classes listed as RTC1 courses through regular DU registration, though they are taught on other campuses in the Denver metro area and follow the semester calendar.

## Leadership Studies Minor

Army ROTC courses are eligible to count towards a Leadership Studies Minor through the Pioneer Leadership Program, please visit the Pioneer Leadership Program (p. 446) for details.

## Additional Information

Interested students may contact the professor of military science, University of Colorado Boulder, 303-492-6495. For further information, visit the Army ROTC web page at [www.goarmy.com/rotc/](http://www.goarmy.com/rotc/) (<http://www.goarmy.com/rotc/>), or the Army ROTC Golden Buffalo Battalion Web page at [www.colorado.edu/arotc/](http://www.colorado.edu/arotc/) (<http://www.colorado.edu/arotc/>), or email [armyrotc@colorado.edu](mailto:armyrotc@colorado.edu).

### RTC1 1011 Adventures in Leadership 1 (1-3 Credits)

Introduces fundamentals of leadership and the United States Army. Examines its organization, customs and history as well as its current relevance and purpose. Students also investigate basic leadership and management skills necessary to be successful in both military and civilian settings. Includes fundamentals of Army leadership doctrine, team-building concepts, time and stress management, an introduction to cartography and land navigation, marksmanship, briefing, techniques and some basic military tactics.

### RTC1 1021 Adventures in Leadership 2 (0-3 Credits)

Continues the investigation of leadership in small organizations. Covers selected topics such as basic troop leading procedures, military first aid and casualty evacuation concepts, creating ethical work climates, an introduction to Army organizations and installations, and a further examination of basic military tactics. Introduces students to effective military writing styles.

### RTC1 2031 Methods of Leadership and Management 1 (1-4.5 Credits)

Comprehensively reviews advanced leadership and management concepts including motivation, attitudes, communication skills, problem solving, human needs and behavior, and leadership self development. Students continue to refine effective written and oral communications skills and to explore topics such as the basic branches of the Army, and officer and NCO duties. Students conduct classroom and practical exercises in small unit light infantry tactics and are prepared to perform as midlevel leaders in the cadet organization.

### RTC1 2041 Methods of Leadership and Management 2 (0-4.5 Credits)

Focuses on leadership and management functions in military and corporate environments. Studies various components of Army leadership doctrine to include the four elements of leadership, leadership principles, risk management and planning theory, the be-know-do framework, and the Army leadership evaluation program. Continue to refine communication skills.

### RTC1 3052 Military Operations and Training 1 (0-4.5 Credits)

Further explores the theory of managing and leading small military units with an emphasis on practical applications at the squad and platoon levels. Students examine various leadership styles and techniques as they relate to advanced small unit tactics. Familiarizes students with a variety of topics such as cartography, land navigation, field craft and weapons systems. Involves multiple, evaluated leadership opportunities in field settings and hands-on experience with actual military equipment. Students are given maximum leadership opportunities in weekly labs. Instructor permission required.

### RTC1 3062 Military Operations and Training 2 (0-4.5 Credits)

Studies theoretical and practical applications of small unit leadership principles. Focuses on managing personnel and resources, the military decision making process, the operations order, and oral communications. Exposes the student to tactical unit leadership in a variety of environments with a focus on preparation for the summer advance camp experience. Instructor permission required.

### RTC1 3072 Adaptive Leadership (0-4.5 Credits)

This course focuses on developing leaders of character that will excel in a complex, ambiguous and dynamic future operating environment. While centered on leadership within the military, and designed to ensure future second lieutenants are prepared for their professional responsibilities, the course develops universal leadership attributes. We will discuss personal growth, effective communication, critical thinking, problem solving, and ethical leadership. The objectives of the course are to understand basic leadership principles – to include knowledge of one's self as well as techniques to effectively influence others, improve communication – both written and oral, enhance the ability to analyze issues, articulate a problem, extrapolate pertinent information, make valid assumptions to overcome knowledge gaps, identify potential solutions and develop a way forward, and improve inter-personal dynamics; work effectively as a team. Instructor permission required.

**RTC1 3082 Leadership in a Complex World (0-4.5 Credits)**

Continues RTC1 3072 study by focusing on developing leaders of character that will excel in a complex, ambiguous, and dynamic future operating environment. The course will center on Students' understanding of their environment. The objectives of the course are to understand organizational leadership principles – to include leading diverse teams, leading change, and creating a vision, improve communication – both written and oral, enhance one's understanding of the contemporary operating environment, gain an appreciation for other actors in the national security arena; appreciate cultures of other military services as well as civilian organizations and agencies, and improve inter-personal dynamics; work effectively as a team. Instructor permission required.

**RTC1 3090 Military Theory and Tactical Leadership (0 Credits)**

Application of military domain knowledge, small unit leadership skills and education on various subjects germane to military operations. Examination of military tactics, techniques and procedures to better understand how to successfully accomplish multiple military requirements. Instructor consent required. Co-requisites: One of RTC1 1011, RTC1 1021, RTC1 2031, RTC1 2041, RTC1 3062, RTC1 4072 or RTC1 4082.

## Art and Art History

Office: Shwayder Art Building, Room 132

Mail Code: 2121 E. Asbury Ave. Denver, CO 80208

Phone: 303-871-2846

Email: saah-interest@du.edu (jason.kellermeyer@du.edu)

Web Site: <http://www.du.edu/art/>

The School of Art and Art History (SAAH) teaches the technical processes of art, methods of analyzing and criticizing visual culture and the diverse histories of art. We educate students to think critically and conceptually, to express themselves creatively, to articulate their ideas clearly and to make significant contributions to the society in which they live. Our faculty promote these qualities through their creative activity, scholarship and public service.

The School of Art and Art History grants the following degrees:

- Bachelor of arts (BA) and bachelor of fine arts (BFA) degrees in studio art. Both studio degrees include exposure to ceramics, drawing, painting, photography, printmaking and sculpture.
- Bachelor of fine arts degree in pre-art conservation.
- Bachelor of arts and master of arts (MA) degrees in art history (with an option of a museum studies concentration at the graduate level).
- There are two 4+1 options to allow motivated students to complete both an undergraduate and graduate degree in five years. In art history, a BA and MA in art history/museum studies is available. In studio studies, a BA or a BFA in studio art/MA in curriculum and instruction with certification to teach K-12 art is offered in partnership with the Morgridge College of Education.

Students seeking to transfer to the University of Denver with admission to SAAH are encouraged to contact the School with questions about degree programs and transfer credit options prior to applying. If admitted to the University and SAAH, all students enter as a BA in either art history or studio, depending on their interest. Students interested in pursuing a BFA in studio art or pre-art conservation apply under the guidance of a faculty member once enrolled in SAAH. Upon admission to SAAH for the fall quarter, students will be provided with instructions on how to submit a portfolio for merit-based scholarship consideration. Flexible options to minor in SAAH are also available.

## Art

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

60 credits of art, including the following:

Code	Title	Credits
<b>Art Foundations (must be completed before proceeding to upper-level studio courses)</b>		
ARTS 1100	2-D Approaches	4
ARTS 1200	3-D Approaches	4
ARTS 1250	Drawing	4
ARTS 1300	Concepts	4
<b>Art History</b>		
12 credits in art history, as follows:		12
ARTH 2801 or ARTH 2802 or ARTH 2803	World Art I: Prehistory to c. 1000 World Art II: c.1000-1700 World Art III: 1700 to the Present	
A modern or contemporary art history course		

An upper-division art history course <sup>1</sup>

#### Art electives

32 credits of studio art courses of which two need to be at the 3000 level. 32

**Total Credits** 60

BA students may combine majors or minors within the School of Art and Art History, but no reduction in total credits will be allowed.

<sup>1</sup> May be fulfilled with another world art course.

## Secondary Major

60 credits. Same requirements as for BA degree.

## Minor Requirements

The Studio Art Minor offers students the opportunity to focus on Studio Art courses specifically. Six courses are required for the minor, consisting of

- ARTS 1250 Drawing
- ARTS 1100 2D Approaches or ARTS 1200 3D Approaches
- four elective ARTS courses, at least two of which are upper-division (2XXX or above)
- one Art History upper-division course may be substituted for an upper-division Studio Art course if desired.

One of the 1000-level Common Curriculum classes can be applied to either the major or minor. BA students may combine majors or minors within the School of Art & Art History, but no reduction in total credits will be allowed.

## Art History

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

60 credits, including the following:

Code	Title	Credits
<b>Art History</b>		
<b>Required Courses</b>		
ARTH 2801	World Art I: Prehistory to c. 1000	4
ARTH 2802	World Art II: c.1000-1700	4
ARTH 2803	World Art III: 1700 to the Present	4
ARTH 3300	Seminar in Art History	4
	Pre-17th Century art history course	4
	Post-17th Century art history course	4
<b>Art History Elective Courses</b>		
	Select 24 credits of art history	24
<b>Studio Art</b>		
	Select 12 credits of studio art	12
<b>Total Credits</b>		<b>60</b>

BA students may combine majors or minors within the School of Art and Art History, but no reduction in total credits will be allowed. Only one 1000-level ARTH course may be counted toward the major. Students need at least two 3000-level ARTH courses in addition to ARTH 3300.

## Secondary Major

60 credits. Same requirements as for BA degree.

## Minor Requirements

Code	Title	Credits
<b>At Least One of the Following:</b>		
ARTH 2801	World Art I: Prehistory to c. 1000	4
ARTH 2802	World Art II: c.1000-1700	
ARTH 2803	World Art III: 1700 to the Present	

**Five Art History Elective Courses: 20**

No more than one course may be 1000-level

At least one course must be 3000-level

One ARTS course may be used towards the elective

**Total Credits 24****Additional Information:**

- AP credit is apportioned according to University guidelines (<http://www.du.edu/registrar/media/documents/apib20152016.pdf>). Any impact on the world art course requirement will be determined by the undergraduate art history advisor, Scott Montgomery.

## Pre-Art Conservation

If admitted to the University and the School of Art & Art History (SAAH), students interested in the Studio Art program may enter as either a BA or BFA. Studio BFA students are required to undergo the BFA Review after the completion of the Foundations sequence and should seek the guidance of studio faculty their first quarter enrolled in SAAH.

Contact the School of Art and Art History (<https://liberalarts.du.edu/art/academics-admissions/programs-ug/bfa-studio-art/>) for details.

## Bachelor of Fine Arts Major Requirements

**(189-192 credits required for the degree (p. 93))**

Minimum of 116 credits of art. In addition to major coursework, 24 credits of chemistry, including the organic chemistry sequence (CHEM 2451, CHEM 2461, CHEM 2452, CHEM 2462, CHEM 2453, CHEM 2463) and 24 credits of language are required.

Art coursework includes the following:

Code	Title	Credits
<b>Art Foundations (must be completed before proceeding to upper-level studio courses)</b>		
ARTS 1100	2-D Approaches	4
ARTS 1200	3-D Approaches	4
ARTS 1250	Drawing	4
<b>Studio Art</b>		
44 credits including the following required courses:		44
ARTS 2045	Intermediate Drawing (or ARTS 3065)	
ARTS 2115	Introduction to Oil Painting	
ARTS 2215	Relief Printmaking (or another 2000 level Printmaking course)	
ARTS 2415	Introduction to Photography	
ARTS 2515	Introduction to Ceramics	
ARTS 2615	Introduction to Sculpture	
<b>Art History</b>		
44 credits including the following required courses:		44
ARTH 2801	World Art I: Prehistory to c. 1000	
ARTH 2802	World Art II: c.1000-1700	
ARTH 2803	World Art III: 1700 to the Present	
<b>Pre-Art Conservation Studies</b>		
12 credits of pre-art conservation studies		12
ARTH 3872	Introduction to Conservation	
ARTS 3865	Senior Project: Conservation	
ARTS 3915	Advanced Problems in Art (junior or senior standing)	
<b>Total Credits</b>		<b>112</b>

Students complete a senior project working with a conservator. For complete requirements, contact the School of Art and Art History.

## Studio Art

If admitted to the University and the School of Art & Art History (SAAH), students interested in the Studio Art program may enter as either a BA or BFA. Studio BFA students are required to undergo the BFA Review after the completion of the Foundations sequence and should seek the guidance of studio faculty their first quarter enrolled in SAAH.

Contact the School of Art and Art History (<https://liberalarts.du.edu/art/academics-admissions/programs-ug/bfa-studio-art/>) for details.

### Bachelor of Fine Arts Major Requirements

(189-192 credits required for the degree (p. 93))

110 to 135 credits of art, including the following:

Code	Title	Credits
<b>Art Foundations (must be completed before proceeding to upper-level studio courses)</b>		
ARTS 1100	2-D Approaches	4
ARTS 1200	3-D Approaches	4
ARTS 1250	Drawing	4
ARTS 1300	Concepts	4
<b>Art History</b>		
20 credits in art history:		20
ARTH 2801	World Art I: Prehistory to c. 1000	
ARTH 2802	World Art II: c.1000-1700	
ARTH 2803	World Art III: 1700 to the Present	
ARTH 3834	Global Contemporary Art (or another Modern/Contemporary ARTH course)	
ARTH 3701	Topics in Art History (or any other ARTH course)	
<b>Studio Art</b>		
Minimum 70 credits in studio art including the following required courses:		70
ARTS 2000	Integrated Practice: Open Media Studio	4
ARTS 2045	Intermediate Drawing (or ARTS 3065)	
ARTS 2115	Introduction to Oil Painting	
ARTS 2215	Relief Printmaking (or another 2000-level printmaking course)	
ARTS 2415	Introduction to Photography	
ARTS 2515	Introduction to Ceramics	
ARTS 2615	Introduction to Sculpture	
ARTS 3347	Professional Practice	
ARTS 3348	Senior Practicum in the Visual Arts	
ARTS 3349	Senior Seminar in the Visual Arts	
<b>Total Credits</b>		<b>110</b>

### Requirements for Distinction in the Major in Art

- Minimum of 3.3 major GPA
- Minimum 3.5 cumulative GPA
- Completion of three classes studio art classes beyond the introductory level
- Completion of a special project with distinction

### Requirements for Distinction in the Major in Art History

- Minimum of 3.3 major GPA
- Minimum 3.5 cumulative GPA
- Completion of three 3000-level art history courses with A- or higher
- Completion of a senior paper with distinction

### Requirements for Distinction in the Major in Pre-Art Conservation

- Minimum of 3.3 major GPA
- Minimum 3.5 cumulative GPA



- Completion of three classes studio art classes beyond the introductory level
- Completion of a special project with distinction and accompanying paper

## Requirements for Distinction in the Major in Studio Art

- Minimum of 3.3 major GPA
- Minimum 3.5 cumulative GPA
- Completion of three classes studio art classes beyond the introductory level
- Completion of a special project with distinction and accompanying paper

## BA in Art History

The following course plan is a suggested first and second-year schedule.

Individual course plans will vary based on incoming transfer credit, prerequisites, availability of courses, minors, and other scheduling factors. We welcome all students, including first-years, to attend quarterly open advising at the SAAH Advising Day to meet faculty and staff for recommendations about studio courses!

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Common Curriculum	4	Common Curriculum	4	Common Curriculum	4
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
ARTH 2801	4	ARTH 2802	4	ARTH 2803	4
	<b>16</b>		<b>16</b>		<b>16</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
ARTH 2814	4	ARTH 2840	4	ARTH 3300	4
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	ARTH 3823	4
Common Curriculum	4	Common Curriculum	4	Language sequence or SI Natural sequence	4
Elective	4	Elective	4	Common Curriculum	4
	<b>16</b>		<b>16</b>		<b>16</b>

Total Credits: 96

## BA in Art

The following course plan is a suggested first and second-year schedule. The School of Art & Art history (SAAH) strongly recommends completion of the Art Foundations requirements to best prepare them for 2000-level studio coursework.

Individual course plans will vary based on incoming transfer credit, prerequisites, availability of courses, minors, and other scheduling factors. We welcome all students, including first-years, to attend quarterly open advising at the SAAH Advising Day to meet faculty and staff for recommendations about studio courses!

SAAH encourages first-year students to begin taking art major requirements immediately! The Art Foundations program consists of ARTS 1100 2D Approaches, ARTS 1200 3D Approaches, ARTS 1250 Drawing, ARTS 1300 Concepts. Multiple sections of 2D, 3D, and Drawing are offered every quarter. 2D and 3D are prerequisites for Concepts.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	ARTS 1100, 1200, or 1250	4	ARTS 1100, 1200, 1250, or 1300	4
ARTS 1100, 1200, or 1250	4	Art History or Common Curriculum	4	Art History or Common Curriculum	4
Art History or Common Curriculum	4	WRIT 1122	4	WRIT 1133	4
Language sequence or SI Natural sequence <sup>1</sup>	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
	<b>16</b>		<b>16</b>		<b>16</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
ARTS 1100, 1200, 1250, or 1300	4	ARTS 2000-level	4	ARTS 2000-level	4
ARTS 2000-level	4	Common Curriculum	4	Language sequence or SI Natural sequence	4
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Common Curriculum	4
Elective/Common Curriculum/Minor course	4	Elective/Minor course	4	Elective/Minor course	4

		INTZ 2501 <sup>2</sup>	1-2
	16	16	17-18
<b>Total Credits: 97-98</b>			

<sup>1</sup> Students that plan to pursue the BFA might want to take another common curriculum course instead.

<sup>2</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

## Art History (ARTH)

### ARTH 1010 Images of Culture (4 Credits)

This course looks at artistic creations as an expression of cultural traditions and beliefs. Instead of viewing art as the result of unique geniuses, the fruit of inspired individuals, we explore how artistic objects reflect the ideas of the times and social values held by the society in which they appear. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### ARTH 1020 Highlights of Medieval Art (4 Credits)

The era known as the Middle Ages spans over a thousand years and includes many significant works in the history of art. This class endeavors to investigate the ways in which works of medieval art construct and convey meaning. In order to explore these ideas in greater depth, the class focuses on specific works of art that illustrate the rich complexities of the ways in which images convey meaning and the ways of understanding these meanings. As such, it is intended to provide an introduction to ways of reading and interpreting images. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### ARTH 1030 Highlights of Renaissance Art (4 Credits)

The period known as the Renaissance witnessed the production of a tremendous number of artistic masterpieces, but also the formulation of the study of the history of art and the development of art theory. This class endeavors to investigate the ways in which works of Renaissance art construct and convey meaning. In order to explore these ideas in greater depth, the class focuses on specific works of art that illustrate the rich complexities of the ways in which images convey meaning and the ways of understanding these meanings. As such, it is intended to provide an introduction to ways of reading and interpreting images. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### ARTH 1040 Sacred Spaces in Asia (4 Credits)

This course explores a variety of natural and man-made "Sacred Spaces" as it introduces the civilizations and major artistic traditions of India, China and Japan. Illustrated lectures consider public and private environments, their philosophical contexts and religious functions as well as the changing nature of their use and perceived meanings over time. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### ARTH 1050 Highlights of American Art (4 Credits)

This course introduces American art by focusing on a single work of art each week. Through readings, illustrated lectures, discussion and museum visits, we explore the social, political, historical and cultural contexts of each masterwork; learn something about the featured artist's life and artistic processes; and discover related examples of fine and popular art from the seventeenth century to the present. In the process, participants refine their ability to look, describe, analyze and critique the visual. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### ARTH 1060 Contemporary Art Worlds (4 Credits)

Have you ever wondered how a calf suspended in formaldehyde can sell at an art auction for nearly twenty-four million dollars? This class introduces the contemporary art world and explores how art functions within our society. Topics include the art market, the politics of museums, censorship and public funding, and popular cultural representations of the artist. We also look at how contemporary artists are engaging with some of the most important issues of our day. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### ARTH 1988 Study Abroad Resident Credit (0-18 Credits)

#### ARTH 2801 World Art I: Prehistory to c. 1000 (4 Credits)

This is the first quarter in a three-quarter foundation course in world art. Students will become familiar with significant examples of art, architecture and material culture emerging out of Europe, the Americas, Asia and Africa from the Paleolithic era to approximately the year 1000. Students will consider the crucial role of these images and objects in the formation of their respective historical and cultural contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### ARTH 2802 World Art II: c. 1000-1700 (4 Credits)

This is the second quarter of the three-quarter foundation course in world art. Students will become familiar with significant examples of art, architecture and material culture emerging out of Europe, the Americas, Asia and Africa from approximately the year 1000 to 1700. Students will consider the crucial role of these images and objects in the formation of their respective historical and cultural contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### ARTH 2803 World Art III: 1700 to the Present (4 Credits)

This is the third quarter of the three-quarter foundation course in world art. Students will become familiar with significant examples of art, architecture and material culture emerging out of Europe, the Americas, Asia and Africa from approximately the year 1700 to the present. Students will consider the crucial role of these image and objects in the formation of their respective historical and cultural contexts.

**ARTH 2814 Medieval Art (4 Credits)**

This course examines the art produced in Western Europe and the eastern Mediterranean from the 4th to 14th centuries. From the transition of the Late Roman Empire into new political and artistic climates of the Early Medieval period up through the lavish expanse of Late Gothic art we will explore the religious, political, cultural and artistic forces that shaped the creation of artistic monuments for over an thousand years. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 2840 Survey of Asian Art (4 Credits)**

An introduction to major monuments, traditions and civilizations of India, China and Japan. This class may be used to fulfill the non-Western requirement for majors in the School of Art and Art History. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 3300 Seminar in Art History (4 Credits)**

This seminar is primarily designed to introduce students to the advanced research techniques and methods of art history. The thematic content of this course changes. Students develop skills to analyze scholarly literature, to refine research papers and to deliver oral presentations.

**ARTH 3400 Portfolio\* Professional Development and Creative Practices in Art History (4 Credits)**

Portfolio is a professional development and creative practices course, introducing the practicalities of staple jobs for Art History majors and minors as well as the range of other possible career tracks and additional academic studies. The course combines an inquiry-based classroom experience with a signature seminar format and guest lecture series. Such a teaching+learning approach will not only improve your criticality but also strengthen your adeptness at investigation and analysis; deepen your knowledge of concepts, principles, and platforms for today's creative industries; expand your professional networks; and provide hands-on, career-oriented experiences as you prepare your own portfolio for the contemporary marketplace.

**ARTH 3652 Internship (1-4 Credits)**

By arrangement, advanced undergraduate art history students may intern in an art gallery, small museum, historic house, non-profit art organization, archive or library. See guidelines and contract form in the School of Art and Art History office.

**ARTH 3656 Curatorial Practicum (4 Credits)**

Students will work in curatorial teams to plan and execute an effective exhibition of contemporary art. This process may include choosing a theme and selecting works of art, researching artists and themes, budgets, scheduling, developing an exhibition checklist, modeling the gallery, visual exhibition design, conservation and collections management factors, shipping, installation, educational outreach to the public, publicity and other issues related to exhibition planning.

**ARTH 3661 Learning in Museums (4 Credits)**

Comprehensive introduction to museum education. Examines informal education, learning theories, interactive education, exhibits and programs. Cross-listed with ANTH 3661.

**ARTH 3701 Topics in Art History (1-4 Credits)**

Selected themes and topics from the history of art. Content changes and course may be repeated to a maximum of 12 credits.

**ARTH 3702 Topics in Contemporary Art (4 Credits)**

This course offers an in-depth exploration of contemporary art and critical theory from a cross-disciplinary, global perspective beginning in the 1960s. We couple intensive reading and writing assignments to meetings with guest creatives and thinkers, visits to local art spaces, and roundtable discussions about new research. The particular art historical topic varies from year to year.

**ARTH 3813 Arts of the American West (4 Credits)**

This class covers a wide range of art objects and styles from the 17th century to the present in the West of the United States, from buffalo robe paintings and baskets to cowboy art and contemporary abstract landscapes. Particular attention is paid to the diversity of art traditions--Native American, Spanish and Mexican, European, Asian and Latin American--as they converge in this geographic space.

**ARTH 3815 Puritan, Shaker, Hindu: Material Religion in North America (4 Credits)**

The diversity of religious experience and spirituality is emphasized in this historical examination of image and artifact in North America. Beginning with sacred indigenous arts and including Puritans, Shakers, Judaism, Mormons, Ghost Dance religion, Buddhists, Hindus, and others, this class considers the ways in which different spiritual worldviews are expressed through and shaped by the art and objects people create and the environments they build. It looks at the encounters between cultures in colonial and post-colonial contexts that result in ever changing material forms of religion. Students learn through slide-lecture-discussions, reading, small group discussions, research papers or presentations, and field trips.

**ARTH 3817 Gothic Art (4 Credits)**

This course examines the art of the Late Middle Ages in Europe, from roughly 1140 to 1400. Gothic architecture, sculpture, painting, stained glass and the sumptuous arts (metal, textiles) are examined within their broader social, political and religious contexts. Particular attention is paid to the Gothic Cathedral - that quintessential window into the medieval world--its beliefs, aspirations, social and political realities.

**ARTH 3818 Art of Renaissance Europe (4 Credits)**

This course provides an examination of the artistic cultures in Europe during the Renaissance (15th and 16th centuries). Depending upon the quarter, this course will be a general survey of European art during the Renaissance or a more focused exploration of a sub-period, such as painting in fifteenth-century Italy. Chronological and geographic factors determine the overall theme and structure of the course. Students gain both a sound knowledge of key artistic monuments of the period, as well as a conceptual framework according to which they may organize their knowledge. This class may be repeated for a maximum of 8 credits.

**ARTH 3822 Northern Renaissance Art (4 Credits)**

This course explores the dramatic developments in the arts (particularly panel painting, manuscript illumination and sculpture) in Northern Europe from around 1350 to 1550. From lavishly decorated Books of Hours and the development of stunningly naturalistic oil paintings on panel in the early 15th century through the development of printing and the rise of self-portraiture, genre and landscape depictions, this class traces the important role played by Dutch, Flemish, German and French artists in the transition from late medieval to early modern artistic forms and practices. The role of art in shaping and expressing religious, civic, political and economic concepts are explored, as well as the rise of the social and intellectual standing of the artist. Among the artists examined include Jan van Eyck, Rogier van der Weyden, Albrecht Dürer, Hieronymus Bosch and Pieter Bruegel the Elder.

**ARTH 3823 17th-Century European Art (4 Credits)**

This course considers European arts of the 17th century. Depending upon the quarter it may be a general survey of European art during the seventeenth century or a more focused exploration of a sub-period, such as Italian Baroque or the Old Dutch Masters: Rembrandt, Vermeer and Frans Hals. This class may be repeated for a maximum of 8 credits.

**ARTH 3825 Abstract Expressionism (4 Credits)**

In the years immediately following World War II, American art flourished through a generation of artists whose work successfully moved beyond (and at its best, matched) the substantial innovations of modern artists working in Europe around the time of World War I. From richly varied backgrounds and equipped with a deep understanding of art history, these artists forged careers during the Depression and, though fiercely independent, united in the late 1940s with the goal of establishing a new American modern art. Their monumental, highly singular, expressive abstractions (and near-abstractions) gave rise to the movement called Abstract Expressionism, which dominated American painting in the 1950s and beyond.

**ARTH 3832 19th-Century Art (4 Credits)**

This course surveys the major art movements in Europe from the late 18th century to the end of the 19th century. Major painters, sculptors, printmakers and architects of the following movements will be presented: Neo-classicism, Romanticism, Academic Painting, Realism, the Pre-Raphaelites, Impressionism, Post-Impressionism, Symbolism and Art Nouveau. Their works will be studied in light of the social, political and cultural milieu in which they appeared. Special attention will be paid to representations of race, class, gender and colonialism.

**ARTH 3834 Global Contemporary Art (4 Credits)**

This class explores contemporary art, including but not limited to painting, sculpture, performance art, installations, and new media, through the lenses of identity, the body, time, place, language, and spirituality. These narratives provide threads of continuity across time and place, but we will also focus on individual artistic interpretations as we delve deeper into cultural specificities and audience reception around the world. We will identify and analyze connections between recent art theoretical perspectives and the emergence of various art trends. This course considers the role of the international art market, global art fairs, artist retrospectives, and recent museum and gallery exhibitions as participatory elements in the construction and discussion of contemporary art.

**ARTH 3838 Connoisseurship (4 Credits)**

In this class the historical roots, theoretical and philosophical underpinnings, and actual practice of connoisseurship are studied using objects from the museum's collection.

**ARTH 3839 Topics in Modern Art (4 Credits)**

Selected themes and topics from the 18th century to the present. Topics change, and the course may be repeated to a maximum of 12 credits.

**ARTH 3840 Sacred Arts of Asia (4 Credits)**

This course explores the sacred art and architecture of Asia, including but not limited to India, China, and Japan. Major religious traditions, including Buddhism, Hinduism, and Islam, are viewed through the lens of artistic development; indigenous religious traditions and philosophical constructs, including Shintoism, Daoism, Confucianism, and Bon are also explored for their influence in art, architecture, and visual culture more broadly in and between Asian regions.

**ARTH 3862 Olmec to Aztec: Mesoamerica (4 Credits)**

This course is an introduction to the art and archaeology of the indigenous peoples of Mesoamerica from about 2000 BC to AD 1521. The course explores the early royal art of the Olmec, the colossal pyramids of Teotihuacan, the manuscripts of the Mixtec, and the imperial power of the Aztecs. This class presents a timeline of Mesoamerica and investigates how the various civilizations of Mesoamerica shared aspects of world-view, cosmology and daily life. Students will be able to identify and discuss how these elements manifested in the art and architecture of Mesoamerican cultures. Furthermore, the course investigates issues of shamanism, kingship and power, warfare, gender, and human sacrifice.

**ARTH 3863 Kings and Cosmology: Maya Art (4 Credits)**

This course is an introduction to the art and archaeology of the Maya from about 300 BCE to 1200 CE, although the beliefs and traditions of the living Maya will inform this study of the past. The Maya are perhaps the most famous of the several cultures comprising what is known as Mesoamerica. A highly advanced culture, they built soaring temples, carved elaborate portraits of their kings and developed a complex writing system including a calendar. The course explores these things with a constant eye to understanding the Maya worldview, cosmology and daily life. By the conclusion of the class, students should be able to read their intricate pictures, discuss the strategies of powerful Maya rulers and understand how Maya art and architecture reflect their concepts of time and the cosmos.

**ARTH 3864 Buddhism(s) and Arts (4 Credits)**

This survey examines the history, practices, ritual contexts, aesthetics and artistic traditions of Buddhism including architecture, calligraphy, sculpture and painting, in terms of its social and historical context, political and religious functions, as well as issues including artistic production, changing techniques and symbols, and the market/audience. The primary goal is to understand Buddhism as reflected in art and culture.

**ARTH 3867 The Circle and the Four Corners: Native North American Art (4 Credits)**

This course is designed as an introduction to the art and architecture of the native peoples of North America from the earliest signs of humans in North America to the present. Cultures covered include those from the Southwest, the Northwest, the Southeast Ceremonial Complex, the Plains and contemporary Native American artists. By the conclusion of the class, students will understand the cultural sequence and geographic dispersion of native North America. Students will also understand how the various civilizations of North America shared aspects of world-view, cosmology and daily life, and be able to identify and discuss how these elements manifested in the art and architecture of native North American cultures.

**ARTH 3868 Art of the Andes (4 Credits)**

This course is designed as an introduction to the art and architecture of the native Pre-Columbian peoples of the Andes. Cultures covered include Chavin, Nasca, Wari and the Inca.

**ARTH 3871 Women in Art (4 Credits)**

This course considers the roles of women in art and explores the impact of race, class and gender on art produced from the Middle Ages to the present with discussions of women artists, women patrons and images of women. Cross listed with GWST 3871.

**ARTH 3872 Introduction to Conservation (4 Credits)**

This lecture course familiarizes the student with the concepts and challenges of conservation, its role in museums and the care of collections. Specific emphasis is given to the materials, structure, deterioration and preservation of material culture. Field trips to various museums and/or workshops to make appropriate display mounts and storage containers enhance the understanding gained from readings and lectures.

**ARTH 3875 History of Collections (4 Credits)**

This course traces the history of collections from the Renaissance to the present, addressing the interconnections between artists, patrons, dealers, art markets, provenance, connoisseurship and the historical development of museums and private collections. Each week's readings of journal articles and chapters focus on different types of collections or themes, including royal and imperial collections, cabinets of curiosities, excavating and transporting antiquities, British country estates and the Grand Tour, the establishment of national museums, the relationship between American collectors and dealers, ethnographic objects in Western collections, Nazi looting, restorers and forgers, and artists' collections, to name a few.

**ARTH 3880 Mosques and Aniconism: Islamic Art and Architecture 650-1250 (4 Credits)**

What is 'Islamic' in Islamic art? An introduction to art and architecture in the Islamic lands from the days of the Prophet Muhammad in the 7th century until the Mongol conquest of the Middle East in the mid-13th century. The course surveys mosques, palaces, madrasas, and tombs, and also calligraphy, sculpture, ceramics, and painting in historical and literary contexts. It covers a vast geographical area, from Spain in the west to Iran and Central Asia in the east, and discusses both common and unique characteristics of architecture and figurative representations in these regions. Emphasis will be given to the early Islamic period in Greater Syria and to artists' response to Byzantine and Sassanid (pre-Islamic Persian) art and architecture.

**ARTH 3881 Dragons and Sultans: Islamic Art and Architecture 1250-1600 (4 Credits)**

Art and architecture in the Islamic lands from Genghis Khan in the 13th century to the Ottoman Sultan Suleyman the Magnificent in the 16th century. The course consists of three parts. First, it examines the changes that occurred in Islamic art as a result of artists' acquaintance with East Asian art and culture (14th century). Second, it discusses art and architecture in Central Asia and Afghanistan under Timurid rule (late 14th-15th century), followed by an overview of the artistic achievements in the Early Modern Islamic lands under the Ottomans, Safavids, and Mughals (16th century). The course explores works of art in historical, cultural, and literary contexts, and points to the unique characteristics of each geographical region, as well as to pan-Islamic form and content. Among the topics that will be discussed: the architect Sinan and his legacy, the response of Islamic painting to European art, and representations of royal and religious concepts.

**ARTH 3910 Art History Travel (4 Credits)**

A travel course to selected locations to study major monuments and collections of art and architecture. Location and content change. This class may be repeated for a maximum of 8 credits. Prerequisite: instructor's permission.

**ARTH 3988 Study Abroad Resident Credit (0-18 Credits)****ARTH 3991 Independent Study (1-10 Credits)**

This class should be used for individual study of a special topic that is not offered in the art history curriculum described in this catalog. Permission/registration form is available from the Office of the Registrar.

**ARTH 3995 Independent Research (1-4 Credits)****ARTH 4301 Seminar in Art History Methods (4 Credits)**

This seminar considers the history of art history and the development of various methods that art historians use to interpret and understand art. Required of all MA candidates in art history.

**ARTH 4302 Research Practicum (4 Credits)**

The major goal of this course is to learn methods and resources for doing primary research in the history of art. In this practicum, students will gain practical research experience by carrying out original research on two projects: research on an object from the DU collection and research on a contemporary artist. Students will learn to track down biographical information, locate and examine works of art, and reconstruct historical context using archival, material, human, and electronic sources. Students will learn to develop research questions, create and follow through on a research strategy, organize research data, and document the research process. This course will help you prepare for many aspects of your graduate papers, including the Master's Research Paper. Required of all MA students in art history.

**ARTH 4312 Seminar: Indigenous American Art (4 Credits)**

Selected topics in Indigenous American Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

**ARTH 4313 Seminar in Islamic Art (4 Credits)**

Selected topics in Islamic Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

**ARTH 4314 Seminar in Medieval Art (4 Credits)**

Selected topics in Medieval Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

**ARTH 4321 Seminar in Renaissance Art (4 Credits)**

Selected topics in Renaissance Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

**ARTH 4333 Seminar in 20th Century Art (4 Credits)**

Selected topics in 20th century Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

**ARTH 4334 Selected Topics in Contemporary Art (4 Credits)**

Selected topics in contemporary art. Advanced research papers and presentations. Content changes. May be repeated for a maximum of 8 credits.

**ARTH 4336 Seminar in American Art (4 Credits)**

Selected topics in American Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

**ARTH 4651 Museum Methods and Principles (4 Credits)**

This class surveys the major activities, goals, and organization of the art museum within today's world. Students meet with a variety of museum professionals to discuss the changing dynamics within art museums, as well as ethical and practical issues of museum work. The class reads both classic and current literature on museum issues and practice, and participates in research, collection, and exhibition projects. Required of all M.A. art history students pursuing the Museum Studies option.

**ARTH 4652 Museum Internship (0-10 Credits)**

Arranged internship in student's area of specialization. Students should take ARTH 4651 Museum Methods and Principles first. Prerequisite: instructor's permission.

**ARTH 4801 World Art I for Graduates (0 Credits)**

Survey of World Art Prehistory-1000 for graduate students who are required to take this course due to performance on the art history Qualifying Exam.

**ARTH 4802 World Art II for Graduates (0 Credits)**

Survey of World Art 1000-1700 for graduate students who are required to take this course due to performance on the art history Qualifying Exam.

**ARTH 4803 World Art III for Graduates (0 Credits)**

Survey of World Art 1700-present for graduate students who are required to take this course due to performance on the art history Qualifying Exam.

**ARTH 4991 Independent Study (1-10 Credits)**

This class should be used for individual study of a special topic that is not offered in the art history curriculum described in this catalog. Permission/registration form is available from the Office of the Registrar.

**ARTH 4995 Independent Research (4 Credits)**

Students should see their advisor for guidelines regarding the Master's Research Paper class.

## Art - Studio (ARTS)

**ARTS 1015 Thinking & Making in the Visual Arts (4 Credits)**

This course explores the language of the visual arts and how it can be used to communicate ideas about culture, history and the personal. Through hands-on exercises and experimentation in different media students create visual art works that interpret the world around them. This course focuses on different areas of the visual arts that change its focus depending on the area of expertise of the faculty teaching it. (Example: drawing, painting, printmaking, photography, ceramics, sculpture.) Students leave the course with a broader understanding of the visual arts, past and present. Students also leave with a more in-depth understanding of the creative process that will inform other areas of studies throughout the University and which will enrich their lives long into the future. Lab fee. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTS 1100 2-D Approaches (4 Credits)**

Students are introduced to the elements of design, vocabulary of art and visual analysis. Explorations of the formal language of two-dimensional media include color, digital processes and mark making. Students also develop an understanding of compositional strategies, materials and processes. Verbal and written exercises supplement group activities and visual learning. Students explore across material boundaries. Increasing emphasis is placed on subjectivity, content and conceptual development. Lab fee. No prerequisites.

**ARTS 1200 3-D Approaches (4 Credits)**

Students are introduced to spatial thinking, the fundamentals of structure and construction, and the formal language of three dimensional forms. Applying a variety of materials, explorations include additive and subtractive methods, basic mold making, and an introduction to hand and power tools. Verbal and written exercises supplement the Studio environment and visual learning, and basic digital methods and color relationships are explored. Emphasis is placed on subjectivity, artistic choice and craft, alongside the beginnings of content and conceptual development. Lab fee. No prerequisites.



**ARTS 1250 Drawing (4 Credits)**

Fundamental drawing practice and history based on selected exercises, slide presentations, comprehensive group/individual critiques and workshops. Still-life and figure drawing are covered in this course. Projects focus on ways to comprehend and draw three-dimensional forms, with emphasis on conceptual issues and use of materials. This class is required of all majors in studio art prior to taking upper-level courses. It is also required of all EDP students.

**ARTS 1300 Concepts (4 Credits)**

Students integrate the skills and principles acquired from ARTS 1100 and ARTS 1200. Two topics are explored: 'Culture & Context' and 'Time, Space & Duration'. A greater complexity of studio activity is stressed through collaborative exercises and individual approaches to themes. Greater exploration of context and concept is expected, with emphasis on visual communication and personal awareness. Lab fee. Prerequisites: ARTS 1100 and ARTS 1200.

**ARTS 1400 4D Approaches (4 Credits)**

Students are introduced to the fundamental principles of four-dimensional art and design through a survey of concepts, techniques, and practices. Emphasis is placed on critical thinking, creative problem-solving, and experimentation through investigations of technological form and innovation, time and motion, and the ephemeral. Verbal and written exercises supplement group activities and visual learning. Lab fee. No prerequisites.

**ARTS 1988 Study Abroad Resident Credit (0-18 Credits)****ARTS 2000 Open Media Studio (4 Credits)**

This course is a topic driven, interdisciplinary research studio. Students investigate the topic and their relationship to it in a variety of media, and supplement their inquiry with research that occurs outside the classroom. An exploration of different processes, materials, expression and connection with the larger world is emphasized. Lab fee. All students must complete ARTS 1300 first.

**ARTS 2045 Intermediate Drawing (4 Credits)**

This course covers a wide range of materials and ideas, both traditional and experimental. Emphasis is divided between technical and conceptual issues, building on the skills established in ARTS 1250 Drawing. Lab fee. Prerequisite: ARTS 1250 or permission of instructor.

**ARTS 2055 Color (4 Credits)**

Color is a studio-based course focused on developing a more sophisticated and practical understanding of how colors act on us and vice versa, physiologically, psychologically, emotionally and culturally. It is designed specifically to enhance the abilities of people who work with color, be they painters, web designers, video artists, art historians, art therapists or conservators. However, because of the intentionally basic level of art skills involved, this is a course that is also taken by non-art majors with success. It includes in-class color work that retrains students in their ability to "see" more color and to become confident in their ability to interpret and manipulate color for any specific need. In addition, there is required reading on the physics of color, and discussion of the historical influences and legacy of color in primarily Western culture. Lab fee. Majors should complete ARTS 1250 and ARTS 1300 first.

**ARTS 2115 Introduction to Oil Painting (4 Credits)**

Introduction to Oil Painting builds on the ideas and skills learned in Drawing. Working with oil paint, students explore the possibilities of creating the illusion of three-dimensional form and space on the flat surface of a canvas. Emphasis is on really looking to heighten one's visual awareness of the physical world and seeing the effects light has on form, color and space. Students work from objects, the human form (models), imagination and art history. Critical abilities will be developed as students learn to think, speak and write about art. Discussions and critiques explore the social, political and the expressive possibilities of art-making. Students are given individual work-space to focus and develop their paintings. Students complete paintings in and out of class; contemporary and historical artists' work is explored, and students visit an area museum or gallery. Lab fee.

**ARTS 2215 Relief Printmaking (4 Credits)**

Concentration on selected areas of relief printmaking and related contemporary attitudes. This course covers relief, ranging from linoleum and woodcut processes to experimental approaches. Group and individual critiques. Digital image presentations. Examination of actual prints. Lab fee. Prerequisite: ARTS 1250 or permission of instructor. Art majors must also complete ARTS 1300 first.

**ARTS 2225 Intaglio Printmaking (4 Credits)**

Concentration on selected areas of Intaglio printmaking. Emphasis is placed on conceptual and technical development, and on personal expression through this medium. Group and individual critiques. Digital image presentations. Examination of actual prints. Lab fee. Prerequisite: ARTS 1250 or permission of instructor. Art majors must also complete ARTS 1300 first.

**ARTS 2235 Screen Printing (4 Credits)**

This course focuses on water-based screen printing and its applications in a workshop/studio intensive atmosphere. Group and individual critiques. Digital image presentations. Examination of actual prints. Lab fee. Prerequisite: ARTS 1250 or permission of instructor. Art majors must also complete ARTS 1300 first.

**ARTS 2415 Introduction to Photography (4 Credits)**

This class presents the basic concepts of photographic practice and discourse regarding; the historical, cultural and personal impact of photography. The goals are: introduce camera basics: digital photography workflow; (camera, image processing and digital printing); creative cell phone photography; online book publishing; development of an artistic and aesthetic way of seeing; engagement in critical analysis of photography; and most importantly, have fun learning a new skill. Participants will practice basic principles of photography, such as; camera, lighting and composition. Basics of Adobe Photoshop and Lightroom will be presented as post-production editing tools. Emphasis will be on the production of socially engaged photography projects, from conception to print. Creation of a final portfolio will be required, either as an edited selection of prints, or published online. Creation of a personal website will be encouraged. Community engaged collaboration may be a component of this course. Collaboration with another DU class may also be a component. No prerequisites. MUST HAVE A DIGITAL CAMERA WITH MANUAL METERING CAPABILITY. If you are unable to meet this requirement, please contact the professor. Lab fee. Art majors must complete ARTS 1250 and ARTS 1300 first.

**ARTS 2445 Digital Photography and Experimentation (4 Credits)**

This course continues to build upon the concepts and techniques investigated in ARTS 2415 Introduction to Photography. Students gain an understanding of digital photography and the use of Adobe Photoshop in the process of making art. Through labs and classroom demonstrations this course is designed to improve student's skill level as an artist/photographer, both technically and conceptually. Projects are viewed and discussed in critique sessions. Students must have a digital camera with manual metering capabilities. Lab fee. Prerequisite: ARTS 2415 Intro to Photography or permission of instructor (this requires demonstrating your proficiency in photography via a portfolio or website).

**ARTS 2515 Introduction to Ceramics (4 Credits)**

This course investigates the unique, material nature of clay as a medium for exploring artistic concepts and ideas. Studio assignments and demonstrations introduce several basic handbuilding methods as well as glazing and firing techniques. This course provides the fundamentals upon which students build their own direction and invention. Emphasis is on experimentation and individuality. Lab fee. Majors must complete ARTS 1250 and ARTS 1300 first.

**ARTS 2535 Ceramics: Food and Function (4 Credits)**

Gastronomy is the study of the relationship between culture and food. In this class, we explore gastronomic objects associated with food, both functional and sculptural. The importance of food is intimately involved with our concepts and design choices. Studio assignments and demonstrations serve as springboards for the student's own research and interpretations. Students use many different technical approaches such as throwing, handbuilding, casting as well as mixed media. Ultimately, students investigate, create and EAT! Lab fee. Prerequisite: ARTS 2515 or permission of instructor.

**ARTS 2555 Ceramics: Multiples (4 Credits)**

This course investigates the many aspects of working with repetition and multiples. Assignments fall under the headings of Repetition, The Series, The Unit and The Collection. Students learn mold making and slipcasting techniques in addition to handbuilding and glazing. Students develop ideas on a conceptual level first and then move into building their pieces, combining the appropriate construction methods to realize their ideas. Lab fee. Prerequisite: ARTS 2515 or permission of instructor.

**ARTS 2565 Ceramics: Surface (4 Credits)**

This course explores the ceramic surface as a canvas for decoration and narrative in both functional and sculptural forms. Students do extensive exploration and experimentation combining traditional ceramics techniques with those of drawing and printmaking. Students develop ideas on a conceptual level first and then move into creating their pieces, combining the appropriate methods to realize their ideas. Lab fee. Prerequisite: ARTS 2515 or permission of instructor.

**ARTS 2615 Introduction to Sculpture (4 Credits)**

This course offers a supportive but critical context to extend students' understanding of three dimensional form and its creation. Building on construction methods and spatial relationships formed in ARTS 1200, the course emphasizes the experiential and conceptual aspects of sculpture, and the interrelationship of ideas, form, material and technical means. Lab fee. Prerequisite: ARTS 1200. Majors should complete foundations sequence first (ARTS 1100, ARTS 1200, ARTS 1250, ARTS 1300).

**ARTS 2645 Mold Making and Casting (4 Credits)**

This course explores moldmaking and casting as a way to reproduce sculptural form and generate meaning. In this class, students are introduced to techniques for reproducing form such as open face molds, two-part molds, and castings from life. Students learn to express ideas by exploring the conceptual significance of material and form. Assignments teach technical skills while fostering conceptual development. Course content introduces students to contemporary artists and critical dialog.

**ARTS 2701 Topics in Studio Art (4 Credits)**

Selected topics in studio art research. May be repeated to a maximum of 12 credits.

**ARTS 2775 Integrated Practice (4 Credits)**

The overall approach of Integrated Practice (IP) is to offer students ways to articulate their individual "non-art" degree interests and knowledge as artistic outcomes. Modeled as a Studio course in format (curiosity, research, and making) the course encourages the expression of knowledge in other areas (Biology or International Studies, for example) through the vehicle of art. Additionally, the course offers students opportunities to pursue and further existing art skills and experiment with new ones, so choices of medium and process are flexible. For example, if a student enjoys photography or sculpture, there will be options to explore the projects using those mediums or technical approaches. Projects in IP will examine different means to translate non-visual knowledge to that which is visual or tangible. Examples may include ways to visualize "data" (broadly), exploring the approaches of mapping to examine the real and the imaginary, and more site-specific/interactive means of addressing ideas of place. There are options for 2 dimensional, 3 dimensional and virtual explorations of ideas, building further bridges between disciplines. Overall, the course encourages a holistic synthesis between "non-art" knowledge (academic or otherwise) and art making practice. Course pre-requisites include at least two prior ARTS (Studio) courses and/or permission of the instructor.

**ARTS 2988 Study Abroad Resident Credit (0-18 Credits)****ARTS 3055 Advanced Drawing (4 Credits)**

Working with a variety of materials and techniques, students hone their drawing skill and at the same time create finished drawings defined by content. Problems posed encourage independent thinking, experimentation and the development of a personal technical base. Lab Fee. Prerequisite: ARTS 2045 or ARTS 3065 or permission of instructor.

**ARTS 3065 Life Drawing (4 Credits)**

An intensive course in drawing the human figure, clothed and unclothed, to explore the human form in terms of proportion, movement, light and shadow, composition, color and personal expression. Students experiment with a range of materials. Lab Fee. Prerequisite: ARTS 1250 or permission of instructor.

**ARTS 3125 Figure Painting (4 Credits)**

An intensive course in painting the human body--the most timeless subject of art. Students work mainly in oils and experiment with a variety of surfaces and techniques. Students also investigate line, proportion, light and shadow, composition and color. Final project: life-size painting of two figures. Lab fee. Prerequisite: ARTS 2115 or ARTS 3065 or permission of instructor.

**ARTS 3145 Painting Workshop (4 Credits)**

Concentration on selected techniques and approaches to painting. Topics change. Course may be repeated to a maximum of 12 credits. Lab Fee.

**ARTS 3245 Printmaking Workshop (4 Credits)**

This upper-level course focuses on various topics and processes as the definition of contemporary printmaking evolves. Subjects such as lithography or intermediate screen printing, photo-based prints, or current themes relevant to printmaking are possible core formats for the course. Group and individual critiques, digital image presentations and examination of prints and reproductions. Lab fee. Prerequisites: sophomore standing and ARTS 1250 or permission of instructor. Art majors must also complete ARTS 1300 first. Course may be repeated to a maximum of 12 credits.

**ARTS 3347 Professional Practice (4 Credits)**

This course is required of BFA studio art majors and is open to BA art majors. It covers practical artist survival skills, including resume and cover letter writing, exhibition proposals, documentation of art work, artist statements, portfolio development and professional presentation of self and work. The course is reinforced by field trips and guest speakers who introduce both academic and non-academic art experiences and professions. Lab fee.

**ARTS 3348 Senior Practicum in the Visual Arts (4 Credits)**

Required for all studio BFA candidates. Students are expected to begin research and investigation for work that may be included in the BFA exhibitions. Emphasis is placed on a three-pronged assessment consisting of Idea/Concept/Voice, Theory/History/Research and Craft/Technique. Lab fee.

**ARTS 3349 Senior Seminar in the Visual Arts (4 Credits)**

Required for all studio BFA candidates. Students pursue work individually and demonstrate a synthesis of ongoing research, demonstrate development and participate in structured weekly critiques with other studio BFAs and faculty. This work is a meaningful extension of fall and winter quarters and extends beyond the installation of BFA exhibition. Emphasis is placed on discussions and critiques centered on the three-pronged assessment initiated in winter quarter of Idea/Concept/Voice, Theory/History/Research and Craft/Technique. Lab fee.

**ARTS 3450 Portrait Photography (4 Credits)**

This course continues to build upon the concepts and techniques investigated in ARTS 2415 Introduction to Photography. The class focuses on the genre of photographic portraiture. Through labs and classroom lectures, many interpretations of portraiture are covered. Projects are viewed and discussed in critique sessions. Students must have a film or digital camera with manual metering capabilities. Lab fee. Prerequisites: ARTS 2415 and any one of the following: ARTS 2425, ARTS 2435, ARTS 2440, ARTS 2445, or permission of the instructor (requires demonstrating proficiency in photography via a portfolio or website).

**ARTS 3452 Photography and Society (4 Credits)**

This course celebrates the enduring tradition of social documentary photography and visual storytelling. Participants will practice basic principles of photography, such as; camera, lighting and composition. Basics of Adobe Photoshop and Lightroom will be presented as post-production editing tools. Contemporary Social Documentary Photography practice will be positioned within the context of the history of photography. Emphasis will be on the production of socially engaged photography projects, from conception to print. Creation of a final portfolio will be required, either as an edited selection of prints, or published online. Creation of a personal website will be required. Community engaged collaboration will be a component of this course. Collaboration with another DU class may also be a component. No prerequisites. This course may satisfy one requirement for a Photography and Society Certificate. "Photography and Society." Students must have a digital camera with manual metering capability; contact the professor if you cannot meet this requirement.

**ARTS 3455 Photography Workshop: Alternative Processes in Photography (4 Credits)**

Concentration on selected techniques and approaches to photography. Topics change. Projects are viewed and discussed in critique sessions. Students must have a film or digital camera. Course may be repeated to a maximum of 12 credits. Lab fee. Prerequisites: ARTS 2415 Introduction to Photography or permission of the instructor (requires demonstrating proficiency in photography via a portfolio or website).

**ARTS 3555 Ceramic Workshop (4 Credits)**

Concentration on selected techniques and experimental approaches to ceramics. Topics change. Course may be repeated to a maximum of 12 credits. Lab fee. Prerequisite: ARTS 2515 or approval of instructor.

**ARTS 3635 Advanced Sculpture (4 Credits)**

This advanced course emphasizes the experiential and conceptual aspects of sculpture, and the interrelationship of ideas, form, material and technical means. Course content supports in-depth student research into contemporary art and fosters critical dialog. Lab fee. Prerequisites: ARTS 2615. Majors should complete the foundations sequence first (ARTS 1100, ARTS 1200, ARTS 1250, ARTS 1300).

**ARTS 3645 Advanced Mold Making & Casting (4 Credits)**

This course explores moldmaking and casting as a way to reproduce sculptural form and generate meaning. In this class, students are introduced to advanced techniques for reproducing form such as multiple part molds and rotocasting. Students hone their ideas by exploring the conceptual significance of material and form. Assignments teach technical skills while fostering conceptual development. Course content supports in-depth student research into contemporary art and fosters critical dialog.

**ARTS 3655 Sculpture Workshop (4 Credits)**

Concentration on selected techniques and experimental approaches to sculpture. Topics change. Course may be repeated to a maximum of 12 credits. Lab fee.

**ARTS 3701 Topics in Studio Art (4 Credits)**

Selected topics in advanced studio art research. Course may be repeated to a maximum of 12 credits. Lab fee. Prerequisite: instructor's permission.

**ARTS 3865 Senior Project: Conservation (4 Credits)**

Required for, and limited to, BFA pre-art conservation majors. It is normally taken spring quarter of the senior year. The student works with a professional art conservator on a major conservation project that will become part of his or her portfolio and will be exhibited in the senior BFA exhibition.

**ARTS 3915 Advanced Problems in Art (1-5 Credits)**

This course is for students who have completed all 3000-level courses in a given area of concentration to show proficiency and wish to pursue more advanced work. A proposal form must be obtained from the art office and signed by the instructor and the Director of the School of Art and Art History before the student registers for this course. Variable credit. May be repeated to a maximum of 12 credits. Lab fee.

**ARTS 3960 Conservation Internship (4 Credits)**

The internship is normally taken during the fall of a major's senior year, under the direction of a professional Conservator, either in private practice or in a conservation department. Students should work closely with their advisor to arrange the Conservation Internship during the quarter before it will be taken. The student works on a wide variety of materials and problems in conservation during this internship, gaining as varied an experience as possible and developing a professional portfolio. Must be a BFA major in Pre-Art Conservation.

**ARTS 3966 Studio Art Travel (1-4 Credits)**

A travel course to selected locations to visit galleries, museums and artists' studios. Location and content of course change. Variable credit. May be repeated to a maximum of 12 credits. Lab fee.

**ARTS 3980 Studio Art Internship (1-4 Credits)**

The student is responsible for locating the internship and gaining approval for it, using the internship guidelines and contract form in the art office. Typical internships have been located in commercial galleries, fine art printmaking houses, professional artists' studios and non-profit arts organizations.

**ARTS 3988 Study Abroad Resident Credit (0-18 Credits)****ARTS 3991 Independent Study (1-6 Credits)**

Supervised studies not addressed in this catalog of classes. Advanced projects must be faculty approved. Permission/registration form is available from the Office of the Registrar.

**ARTS 3999 Exit Survey (0 Credits)**

All majors in the School of Art and Art History are required to register for ARTS 3999 during their final quarter of study at the University of Denver. The course is completed by taking the online exit survey. It does not bear credit; no tuition is assessed and no grade is given. Majors cannot graduate until they complete this requirement. The information from this anonymous survey is used by the school to improve its programs. We greatly appreciate our students' help in this regard.

**ARTS 4991 Graduate Independent Study (1-12 Credits)**

This course is for MFA candidates who wish to pursue graduate-level independent work under the guidance of a studio art faculty member. Permission of the student's graduate advisor and the studio art instructor must be obtained before enrolling. May be repeated to a maximum of 12 credits.

## Asian Studies Program

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Phone: 303-871-2554

Email: orna.shaughnessy@du.edu

Web Site: [http://www.du.edu/ahss/areasofstudy/joint\\_dual\\_programs/asian\\_studies/](http://www.du.edu/ahss/areasofstudy/joint_dual_programs/asian_studies/) ([http://www.du.edu/ahss/areasofstudy/joint\\_dual\\_programs/asian\\_studies/](http://www.du.edu/ahss/areasofstudy/joint_dual_programs/asian_studies/))

The Asian Studies Program takes a multi-disciplinary approach to the cultures, history, literature and languages of East Asia, with an additional focus on South Asian music and religion. We train students to think and write critically about Asian cultures; to conduct original research on issues that are relevant to one or more parts of Asia; and to develop international and intercultural knowledges and skills that are necessary in order to engage meaningfully with people and issues relevant to Asia.

Majors may find their training valuable in a wide range of careers, given that the tiny minority of graduates of American universities who are skilled in Asian languages and cultures rank among the most desirable employees for many public- and private-sector organizations. Careers for majors include government service, education, journalism, international business and any other job requiring knowledge of and cultural understandings about Japan or China. The academic training that majors receive is competitive with similar programs at peer institutions across the United States, providing a firm basis for applying to graduate programs.

Students are required to take at least two years of Japanese or Chinese, or another approved Asian language by special arrangement. First-year language courses may not be used to fulfill this requirement. However, the requirement may be waived for transfer students who have already had at least three years of Asian language training or for students who demonstrate competency in the language. The requirement is also waived for native speakers of Japanese, Chinese or another approved Asian language; such students complete 60 credits of non-language study instead.

Asian Studies majors are strongly encouraged to study in Asia for up to one year; excellent programs exist in several Asian countries; the largest program offerings are in Japan. In many cases, students can use their financial aid and receive University of Denver course credit for successfully completing study abroad programs. Interested students should consult with their Asian Studies advisor and the Study Abroad Office.

A student wishing to pursue an Asian studies major must make an appointment with the program director, Orna Shaughnessy, who will serve as advisor to the student's main interests. The student meets quarterly with their advisor for approval of courses taken for the major.

## Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

60 credits, including the following:

Code	Title	Credits
<b>Humanities</b>		
<b>12</b>		
Select three courses from the following:		
ARTH 1040	Sacred Spaces in Asia	
ARTH 2840	Survey of Asian Art	
CHIN 1516	Contemporary China in Literature and Films	
CHIN 1616	Asian Ecocinema and Ecoliterature	
HIST 1250	Food in East Asian History	
HIST 2850	Imperial China	
HIST 2870	Modern China	
JAPN 1216	Popular Culture of Japan	
JAPN 1416	Postwar Japan: Changing Perspectives in Literature and Culture	
JAPN 1616	Samurai and Merchants: Cultures of Tokugawa Japan	
RLGS 2103	Religions of China & Japan	

RLGS 2109	Religions of Tibet	
<b>Two years of intermediate and advanced Japanese, Chinese or another approved Asian language <sup>1</sup></b>		<b>24</b>
<b>Advanced Coursework and Research</b>		<b>8</b>
Select EITHER two courses below from the same discipline (e.g. two ARTH courses, two ASIA courses, or two CHIN, or two JAPN, or two RLGS), OR any class from the list below PLUS ASIA 3901		
ARTH 3840	Sacred Arts of Asia	
ARTH 3841	Topics in Chinese Art	
ARTH 3842	Topics in Japanese Art	
ARTH 3864	Buddhism(s) and Arts	
ASIA 3901	Asian Studies Directed Readings	
ASIA 3902	Asian Studies Senior Thesis	
HIST 3875	Chinese Science and Global History	
JAPN 3701	Topics in Japanese Culture	
JAPN 3782	Cosmopolitan Cosplay: Japanese fashion, costume and sartorial expression	
RLGS 3814	Modern Hinduism	
RLGS 3832	Religious Lives: The Dalai Lamas	
RLGS 3820	Buddhism	
RLGS 3898	Dharamsala: Myth, Land, and Traditions	
<b>Electives</b>		<b>16</b>
Select four courses from the following list. Alternatively, you may choose courses listed in the "Humanities" or "Advanced Coursework and Research" categories above but not already used to fulfill the required credits in those categories. An ASEM counted as an Asian Studies elective cannot also be used to fulfill the common curriculum ASEM requirement:		
ASEM 2409	Performing India: Performance, Ritual, and the Indian Body Politic	
ASEM 2421	War and Peace in Japanese Film	
ASEM 2479	Environmental Culture in East Asia	
ASEM 2519	Music of Southeast Asia	
ASEM 2532	Death & Dying in Hindu Traditions	
ASEM 2555	India and Historical Film	
ASEM 2606	Japanese Film	
ASEM 2643	Comparative Democratization: East and West	
ASEM 2646	Dance in India	
ASEM 2662	Testimony, Memory and Allegory: the Representations of the Chinese Cultural Revolution	
ASEM 2682	Strange Beasts: Nuclear Japan	
ASEM 2695	Religion and Politics in China	
ECON 2330	China and the Global Economy	
ECON 2510	The Asian Economies	
PLSC 1110	Comparing Politics around the World	
PLSC 2200	Politics of China	
PLSC 2220	Comparative Democratization: East and West	
PLSC 2260	Politics of Japan	
<b>Total Credits</b>		<b>60</b>

## Minor Requirements

24 credits, including the following. Please consult the list of courses under the major requirements above for approved Asian Studies courses. Note: Up to eight credits of intermediate or advanced language study may be used to fulfill requirements for the minor.

Code	Title	Credits
<b>Humanities</b>		
<b>12</b>		
Select three courses from the following:		
ARTH 1040	Sacred Spaces in Asia	
ARTH 2840	Survey of Asian Art	
CHIN 1516	Contemporary China in Literature and Films	
CHIN 1616	Asian Ecocinema and Ecoliterature	



HIST 1250	Food in East Asian History
HIST 2850	Imperial China
HIST 2870	Modern China
HIST 3875	Chinese Science and Global History
JAPN 1216	Popular Culture of Japan
JAPN 1416	Postwar Japan: Changing Perspectives in Literature and Culture
JAPN 1616	Samurai and Merchants: Cultures of Tokugawa Japan
RLGS 2103	Religions of China & Japan
RLGS 2109	Religions of Tibet
RLGS 3814	Modern Hinduism
RLGS 3820	Buddhism

<b>Electives</b>	<b>12</b>
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Select three courses from the list of major electives

<b>Total Credits</b>	<b>24</b>
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### Requirements for Distinction in the Asian Studies Major

- Minimum 3.5 cumulative GPA
- Minimum 3.75 major GPA
- Nomination by an Asian Studies faculty member or the program director
- Submission of a portfolio of representative work completed in the major
- Completion of a thesis project that goes beyond a normal Asian Studies senior thesis

### BA in Asian Studies

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
SI Natural sequence	4	SI Natural sequence	4	SI Natural sequence	4
SI Society	4	AI Society or SI Society	4	AI Society or SI Society	4
Language sequence <sup>1</sup>	4	Language sequence <sup>1</sup>	4	Language sequence <sup>1</sup>	4
	<b>16</b>		<b>16</b>		<b>16</b>

Total Credits: 48

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence <sup>1</sup>	4	Language sequence <sup>1</sup>	4	Language sequence <sup>1</sup>	4
Approved RLGS Course	4	AI Natural	4	Major Elective	4
Minor or Elective	4	Major Elective	4	Minor or Elective	4

INTZ 2501 <sup>2</sup>	2 Minor or Elective	4 Minor or Elective	4
	14	16	16

Total Credits: 46

<sup>1</sup> Majors are required to take two years of intermediate and advanced Japanese, Chinese or another approved Asian language. Please note that 1st-year language study may NOT be counted for credit toward the major.

<sup>2</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

#### **ARTH 1040 Sacred Spaces in Asia (4 Credits)**

This course explores a variety of natural and man-made "Sacred Spaces" as it introduces the civilizations and major artistic traditions of India, China and Japan. Illustrated lectures consider public and private environments, their philosophical contexts and religious functions as well as the changing nature of their use and perceived meanings over time. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **ARTH 2840 Survey of Asian Art (4 Credits)**

An introduction to major monuments, traditions and civilizations of India, China and Japan. This class may be used to fulfill the non-Western requirement for majors in the School of Art and Art History. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **ARTH 3864 Buddhism(s) and Arts (4 Credits)**

This survey examines the history, practices, ritual contexts, aesthetics and artistic traditions of Buddhism including architecture, calligraphy, sculpture and painting, in terms of its social and historical context, political and religious functions, as well as issues including artistic production, changing techniques and symbols, and the market/audience. The primary goal is to understand Buddhism as reflected in art and culture.

#### **ASEM 2409 Performing India: Performance, Ritual, and the Indian Body Politic (4 Credits)**

This course explores "performance" as an organizing principle of Indian cultural, political, and religious expression. We delve into the shared poetic and spiritual experience of the performer and spectator as a foundational aspect of performance that fundamentally shapes the Indian body politic. This interaction between spectator and performer functions as a guide trope as we examine the Pan-Indian oral performance tradition through the transmission, rewriting, recasting, regionalization, and politicization of canonical Indian epics, the "Mahabharata" and "Ramayana".

#### **ASEM 2479 Environmental Culture in East Asia (4 Credits)**

This course explores current environmental and ecological challenges in major East Asian countries such as Korea, Japan, China and Taiwan through the lens of ancient and contemporary cultural and philosophical traditions. The course examines 1) primary traditional Asian philosophic and religious concepts about Nature, such as Confucianism, Taoism, and Buddhism, as well as traditional literatures and arts that reflect those concepts; 2) contemporary eco-literature and eco-cinema that function as responses to, and critical reflections of, the urgent environmental crises in those countries; 3) cultural practices that are officially, communally, or privately implemented for eco-preservation and environmental-protection. Prerequisite: Completion of all other Common Curriculum Requirements.

#### **ASEM 2519 Music of Southeast Asia (4 Credits)**

This course examines traditional, popular, and diasporic musical genres in Southeast Asia, using that lens to explore more broadly how music and culture interact on a critical global scale, drawing on histories of colonialism and power. From Javanese court gamelan, to Thai Luk Thung, and from karaoke among immigrant Vietnamese communities in the United States, to Malaysian shadow puppet theater, the course explores the varied and diverse region that is Southeast Asia. It examines both classical and popular musical traditions, approaching music not from a music theory perspective, but rather from an ethnomusicological standpoint – drawing on cultural studies, history, sound studies, critical theory, anthropology, sociology, and religious studies. Content includes music and performances, academic articles, first-hand accounts, and documentary films, focused on topics in music, dance, genocide, and social and political movements. Students will develop writing, listening, thinking, and oral skills. No formal music training or previous musical experience is required for this course. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

#### **ASEM 2532 Death & Dying in Hindu Traditions (4 Credits)**

This course explores the meanings of death and dying in Hindu perspectives. The inevitability of death has led cultures throughout the world to speculate on what happens to the individual during, at the moment of, and after death. Until the modern period, religions have typically been the first or only place where people turned for answers to basic questions of existence: What happens at death? Will I and the people I love disappear forever? Or will we continue on after death in some way? Is this the only life we have? What is the relationship between the life we lead now and what happens at and after death? These kinds of universal questions have led to culturally specific and conditioned answers and speculations, some of which we will examine in this course.

#### **ASEM 2555 India and Historical Film (4 Credits)**

This is a course that utilizes films, fiction and writings of professional historians to explore themes in Indian society and culture such as the colonizer 'self' and the colonized 'other', the mechanisms of difference whether based on race, gender or religion, the processes of identity formation through national movements or community ties, real or imagined, and the quest for modernity through economic development and societal reform.

#### **ASEM 2606 Japanese Film (4 Credits)**

This course examines some of the most iconic films in the Japanese cinematic tradition in order to identify and critically engage in narratives of Japanese aesthetics and cultural identity, especially ones that take culture as the site for locating tradition and/or modernity. No previous knowledge of Japanese or film required.

**ASEM 2643 Comparative Democratization: East and West (4 Credits)**

The purpose of this course is to examine the contested meanings of revolution and to clarify its paths and goals. To advance these purposes, this course highlights the experiences of a variety of revolutionary projects in different regions, eras and cultures. It also explores the weights that different actors (state, society, global orders, charismatic leaders, etc.) hold in shaping the processes of radical political changes. The course will conclude by exploring new thinking on the politics of revolution for the twenty-first century. We will ask how issues of ecology, gender, changing values, indigenous movements (to name just a few) can liberate our imagination about revolution in specific and political change in general in a post-modern world.

**ASEM 2646 Dance in India (4 Credits)**

As a discipline in which the body is trained to become "naturalized" in very specific ways, dance tells us much about the culture in which it is a part. Dance movements and meanings also become sites of conflict during periods of cultural transition, and yet because of dance's ephemeral nature, its relative adherence to tradition, or lack thereof, is difficult to ascertain, and thus often hotly contested. This course explores the tension between change (innovation) and continuity (tradition) in four different forms of dance from the Indian subcontinent: Bharata Natyam, a classical dance form from South India; Kathak, a classical dance form from North India; Bhangra, a folk dance form from Northwestern India; and the mass-mediated, syncretic form of dance predominant in the Bollywood film industry.

**ASEM 2662 Testimony, Memory and Allegory: the Representations of the Chinese Cultural Revolution (4 Credits)**

This course investigates how the Cultural Revolution serves as a critical link of the Revolutionary Era (1919-1980) and Reform Era (from 1980 on), via closely and critically examining various representations and surreal fiction, melodramatic and avant-garde cinema, lyric poems, music and visual arts. Although much of the material discussed is socio-politically oriented, the focus of the course is within the realm of literary and cultural criticism. This course explores complicated and often interwoven relationships between testimony, memory, signs, meanings of both writing and reading about traumatic events of the Cultural Revolution, ethical (personal and communal) commitment to memory and the engrossing historical, literary and artistic representations of the past expressed in different media. By doing so, the course reveals how each representative account copes with its producer's distinctive memories of the Cultural Revolution and, more importantly, responds to the cultural and political contingencies of the producer's time, as well as the artistic conventions of the producer. As such, it functions not only as a connection to the past but also a reconfiguration of the present.

**ASEM 2682 Strange Beasts: Nuclear Japan (4 Credits)**

This course is a critical examination of literary and popular culture from Japan's experience of the Atomic bomb, through the "economic miracle" years of the 1960s to the present, focusing on the paired themes of humanity and monstrosity in nuclear experience during the acceleration of technological change.

**ASEM 2695 Religion and Politics in China (4 Credits)**

This course explores the concept of "religion" in the political history of modern China. Students gain new insight into two concurrent and divergent historical processes--state-driven secularization and religious revival--in China and Taiwan. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASIA 2701 Topics in Asian Studies (1-4 Credits)****ASIA 3701 Topics in Asian Studies (1-4 Credits)**

Specialized topics in Asian Studies. Topic varies per offering. Check with the Asian Studies program director for more information. Open to majors and non-majors May be repeated for credit.

**ASIA 3901 Asian Studies Directed Readings (4 Credits)**

Students will read deeply in a specific field of scholarship directed by a core faculty member in the Asian Studies program and will write a methodological essay that discusses the scholarship in their chosen field of research. This is the first part of a required, two-quarter sequence that will culminate in the senior thesis. Enrollment is restricted to Asian Studies majors.

**ASIA 3902 Asian Studies Senior Thesis (4 Credits)**

Students will pursue a primary document research project under the supervision of their core faculty member in Asian Studies. The goal of this course is the writing and completion of the senior thesis in Asian Studies. Prerequisite: ASIA 3901.

**ASIA 3980 Asian Studies Internship (1-4 Credits)**

Provides academic credit for off-campus internships in areas related to the Asian Studies major. The purpose of the internship is the gain valuable work experience, explore various career options, develop job competencies and/or apply theoretical knowledge to practical concerns of the world. Must be an Asian Studies major and have cumulative GPA of 3.0 and have taken at least two Asian Studies content courses, not counting language training. Requires approval of Asian Studies director.

**ASIA 3991 Independent Study (1-4 Credits)****CHIN 1516 Contemporary China in Literature and Films (4 Credits)**

This course investigates, through critically examining the representative literary and filmic texts produced by Chinese as well as foreign writers and filmmakers, the many complicated aspects of some much-talked about issues. This includes the diminishing rural life and landscape, urbanization, migration/dislocation, the changing roles of women, social equality, as well as the balancing act of preserving tradition, the environment, and economic development. The in-depth examination and diverse approaches this course applies enables students to gain greater understanding of not only the challenges that contemporary China has raised, but also the complexities of the increasingly globalized world in which we are living. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 1616 Asian Ecocinema and Ecoliterature (4 Credits)**

Following decades of economic boom, continuing industrial development, and expansion of urbanization, many Asian countries, especially China and India, are now facing unprecedented environmental crises. The list of ecological woes in Asian countries include air, water, and soil pollution; flooding and drought, deforestation and desertification, epidemics of diseases, coal mine accidents, the loss of land to urban expansion, and mass migration. Asian ecoliterature and ecocinema, both in documentary and feature film form, have functioned as responses to, and critical reflection of, the urgent environmental crises, as well as broader cultural, historical, and social issues that caused environmental and ecological problems. Through critically examining the representative literary and filmic works, this course will 1) introduce students to ancient Asian concepts about Nature and critical events that have reshaped the historical course of development of the concerned countries; 2) demonstrate and explain primary themes presented in the ecocinema and literature, such as hydro-politics of air, water, forests and development; bio-ethics and green culture; eco-aesthetics and the representations of Nature; migration and urbanization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 2516 Literary Chinatown: Stories of Chinese in America (4 Credits)**

As the oldest diasporic enclave of Chinese in the United States, Chinatown has been both a physical and historical site where Chinese immigrants have built a community and a continually contested symbolic space represented in Chinese American literature. Literary Chinatown explores the intersection of history, geography, and literature through the myriad ways of Chinatown stories by major authors in Chinese American literature across the period from the early 20th century until the contemporary moment. The focus lies on unraveling the intricate relationship between space, place, and identity, tracing the complexities of being Chinese in America at pivotal historical junctures that shed light on the U.S. nation-building process—its rejection, accommodation, and incorporation of Chinese lives. These literary works set the stage for examining the impact of war, imperialism, (neo)colonialism, and globalization on immigration, alongside domestic issues of race, class, gender, and ethnicity. We aim to unravel the Chinese American experience as portrayed in its literary recreations of Chinatown memory, fantasy, narrative, and myth within Chinese American literature. We also brought scholarly discourse on the intersectional and comparative approaches to the study of race, culture, politics, and place in Chinese American literature. The course will entail a class walking tour of the historical Chinatown area in Denver. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 3650 Chinese-English Translation I (4 Credits)**

This seminar is designed for students with advanced-level proficiency in Chinese and English to learn basic translation theories and to develop fundamental skills in translating, from Chinese to English and vice versa, texts which primarily deal with general social needs and everyday communications. Prerequisite: CHIN 3300 or above, equivalent, or permission of instructor.

**ECON 2330 China and the Global Economy (4 Credits)**

This course provides a comprehensive overview of the Chinese economy and China's role in the global economy. The course covers the economic interactions between China and the world economy over the past two centuries, evaluates ongoing social, economic and environmental challenges, and evaluates future development possibilities for China and the global economy as a whole. The topics addressed include: the Chinese economy before 1949; the socialist era, 1949-1978; economic reform and market transition; the role of state enterprises; foreign investment; foreign trade; China's role in the global imbalances; the impact of the recent global economic crisis. Prerequisite: ECON 1030.

**ECON 2510 The Asian Economies (4 Credits)**

This course is based on a comparative approach, examining several Asian economies' colonial background, their primary producing sectors, the developmental state in these countries, attempts at industrialization, trade policies, technological development, liberalization to attract foreign capital, currency and financial crises. Prerequisite: ECON 1030.

**HIST 1250 Food in East Asian History (4 Credits)**

This class examines the relationship between food and health in East Asian history. We focus on how that relationship, and the way people understood it, changed over the past century and a half. In other words, we focus not only on how (and what) people in East Asia have eaten, but also on how they have thought about eating. This course asks how western dietary ideas and practices have interacted with traditional East Asian ideas and practices over the past century and a half. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1260 Modern South Asian History (4 Credits)**

This course will explore the modern history of the subcontinent, through the colonial experience to the postcolonial construction and division of nations, with a particular focus on India, Pakistan, and Bangladesh (although students are also welcome to take on optional readings on Sri Lanka, Afghanistan, and Nepal, among others). The course will consider the legacy of colonialism in India, and debates over whether postcoloniality is really "post." We will explore the history of nationalisms—state, ethnic, religious, and linguistic—and the ramifications of Partition and the wars over Bangladesh and Kashmir. This course will also explore the history of South Asia in the rest of the world, through the migration of its diaspora and its role in the Bandung moments of Afro-Asian solidarity in the global struggle against oppression. We will take into account discourses regarding tradition and modernity, democracy and secularity, and the terms "freedom" and "terror"—and what this means for the lived experiences of South Asians in today's world. Readings will include historical accounts, theoretical texts, films and literature, as well as primary sources. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2335 Early Islamic Empires in Comparative Perspective, 632 CE - 1300 CE (4 Credits)**

This course looks at the social, economic, political, and environmental histories of Islamic empires from the 7th through the 13th centuries CE. In doing so, this course also examines how early Islamic empires ruled over both Muslim and non-Muslim, especially Christian and Jewish, populations. Additionally, this course aims to compare these Islamic empires with non-Islamic Afro-Eurasian empires from the same general time periods. Students should be aware that this course will not cover every early Islamic empire but will adopt a case-study approach, meaning the professor will select key empires to examine.

**HIST 2870 Modern China (4 Credits)**

In this class we focus on China from the nineteenth century to the present. We examine historical change and continuity, including the revolutions that created the Republic of China and the People's Republic of China, the transformation of traditional values, economic liberalization in the post-Mao Zedong era, and the challenges that China has faced in recent years.

**HIST 3875 Chinese Science and Global History (4 Credits)**

This class introduces students to the ideas and contexts of pre-modern Chinese science and critically examines ways in which modern historians have incorporated science and technology into their global narratives about China and the West. Intended for students familiar with the methods of historical inquiry. No prior knowledge of Chinese history is expected.

**JAPN 1216 Popular Culture of Japan (4 Credits)**

In this course we examine and analyze the emergence of particular forms of mass-produced culture, or culture for mass consumption, in Japan from the early modern period to the present. Using a variety of cultural materials enjoyed from the early modern period (1600-1868), during which Japanese society underwent extensive urbanization, secularization, and cultural commodification, through to the present, the course focuses on overarching themes: media and information technology (woodblock printing, newspapers, and the internet); entertainment and gender (the all-male kabuki theatre and all-female Takarazuka revue); commodified romance; fiction (illustrated fiction, manga, and novels); anime and television fandom; healer-bots and cyborgs. No knowledge of Japanese required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 1416 Postwar Japan: Changing Perspectives in Literature and Culture (4 Credits)**

This course explores a range of Japanese cultural perspectives from the end of the Second World War to the present. The main focus is on the analysis and interpretation of Japanese literary texts, but during the course students also examine film, visual art, and other cultural products within a historical framework, to lead to a deeper understanding of the influences and events that have shaped both contemporary Japan and the wider world. Prerequisites: JAPN 1001.

**JAPN 1616 Samurai and Merchants: Cultures of Tokugawa Japan (4 Credits)**

Introduction to the cultures of Tokugawa, Japan, focusing on the tension between the samurai and merchant classes, the images they construct of self and other, and the morals and mores of their respective worlds. As well as examining Tokugawa fiction, drama, and other cultural artifacts, this course also considers later representation of the period and of its people in twenty- and twenty-first-century text, cinema, and television to understand the importance of contemporary influences on historical representation. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 2400 Hey, Girl, Hey: Japanese Girlhood from the Moga to Shōjo (4 Credits)**

This course explores the figure of Japanese girlhood from the Moga "modern girl" of the early twentieth century to the contemporary figure of the shōjo. Japanese cultural production has had a significant impact on East Asian girl's media in the pre-war period and again in the post-war to contemporary period. The course will explore the "modern girl" in all her iterations, from European modernism to East Asia, Africa, and the Americas, especially in the contexts of colonialism and nationalism. The course also considers the roles of girls and women in the formation of the modern state(s) and contemporary societies across East Asia, and juxtapose those roles to how girls and women are depicted in fiction and media. Students will trace the transition from the comparative modernisms legible in the figure of the moga to the transnationally circulated figure of the shōjo.

**JAPN 2500 Cultures of the Floating World (4 Credits)**

During the Edo period (1600-1868), the literature and visual culture of Japan flourished after centuries of devastating warfare. The floating world of kabuki theaters, woodblock print culture, and the pleasure quarters arrested the imagination of the populace and attracted the unwanted attention of governmental authorities. Over the course of the Edo period, the shogunal government expelled Christians from Japan, the city of Edo became the largest in the world, and woodblock print culture spread throughout the Japanese archipelago. Through reading various genres of literary and cultural production, students will explore how society shapes culture and culture shapes societies. Topics include: premodern literary representations of love and eros, the emergence of the "floating world print" (ukiyo-e), Christians as Others, representing landscapes and the past in haikai poetry and prose, early modern comic books, and vendetta stories. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 2700 Classical Japanese Women Writers: The Poets, Priestesses & Princesses in their Literary Golden Age (4 Credits)**

The course explores the extraordinary female-centered belles-lettres of classical Japanese literature, including a myth-history detailing the origins of Japan, the development of the rich poetic tradition, female diaries, zuihitsu and personal essays, the classic Tale of Genji, and literature of religious hermetic and travel diaries. The course will critically consider how women writers were able to flourish in this period and interpret their literary output through a consideration of the cultural and historical context for the texts. This course will also deploy principles of literary analysis and interpretation.

**JAPN 3701 Topics in Japanese Culture (4 Credits)**

Selected topics in Japanese culture. Texts and films in both Japanese and English, with a focus on modern and contemporary Japanese culture. May be repeated for credit. Prerequisite: JAPN 3100 or equivalent.

**JAPN 3800 Robots and Posthumanism in Japanese Visual Culture (4 Credits)**

Automata and robots lumber, glide, rampage and ambulate their way through Japanese visual culture. Robots, cyborgs and other posthuman bodies and subjectivities have offered visions of new future worlds and have critiqued past and present social conditions. In this course, students will investigate representations of robots and posthumans in Japanese visual culture of the 20th and 21st centuries. Completion of JAPN 2003 or equivalent required.



**JAPN 3810 Sexuality and Gender in Japanese Culture (4 Credits)**

Sexuality and Gender in Japanese Culture is designed for students who have completed JAPN 2001-2003 or the equivalent. In this class, we will focus on developing reading, discussion, speaking, and critical thinking skills centered around representations of gender and sexuality in Japanese culture. Students will read texts by poets, critics, manga artists, and bloggers. In doing so, students will not only expand their critical vocabulary in Japanese, but also critically contend with representations of gender and sexuality in the Japanese context. Prerequisite: JAPN 2003 or equivalent.

**JAPN 3820 Frogs in a Pond: Japanese Translation Theory and Practice (4 Credits)**

This course takes a multi-pronged approach to literature and translation, considering aspects of translation theory, methodology, and practice; literature in translation; and the function of translation in global dynamics of canon, colonization, power, and literary stylistics. With a language like Japanese, which shares no linguistic roots with European languages, questions of translation are magnified and problematized by linguistic difference, histories of Orientalism and colonization, and fundamentally different literary aesthetics, especially in literatures of premodern Japan and early modern Europe. Questions this course considers include: with what modes of translation practice might we approach Japanese literature? How has the translation of European literature into Japanese impacted Japanese literary aesthetics and vice versa? How might we more equitably represent Japanese literature to a global Anglo audience? By what processes does the business of translation occur and how do those processes impact the actual production of literary canon and study? This class requires Japanese language ability of intermediate and higher. Prerequisites: JAPN 1416 and JAPN 2003 or equivalent required.

**MUEN 3041 North Indian Classical Ensemble (0-1 Credits)**

The arts of India are distinguished by their close interrelationship; rhythm, melody and movement are all encompassed by the term "sangeet." In keeping, DU's North Indian Classical Ensemble is dedicated to the practice of all three of these arts, through singing, rhythmic recitation and dance. Participation in this ensemble involves studying the ornate and highly refined systems of Hindustani music and Kathak dance. No prior experience is necessary; all that is required is a positive attitude and a desire to learn!

**PLSC 1110 Comparing Politics around the World (4 Credits)**

This course introduces students to the study of comparative politics, a sub-field within political science that uses a "comparative method" to compare and contrast countries to understand questions such as Where do 'states' come from? Why are only some democratic? How do states promote economic development? Why are some states increasingly rich while others remain poor? Why do people mobilize peacefully to influence politics in some places while they violently attack the established order in others? How do distinct identities rooted in ethnicity, gender, race, and religion influence politics differently around the world? How does globalization affect various countries, and why do some seem to cope with contemporary challenges more effectively than others? This course counts toward the "Scientific inquiry: Society and culture" requirement.

**PLSC 2200 Politics of China (4 Credits)**

Napoleon Bonaparte allegedly said, "let China sleep, for when she wakes up, she will shake the world." Two hundred years later, China is indeed waking up, and the world is feeling the dragon's hot breath. In this class we will examine the fall and rise of the Chinese state, with a focus on its political and economic trajectories after the founding of the People's Republic of China (PRC) in 1949. Some of the key issues to be examined are: China's "economic miracle," when, if ever, will China democratize, its potentially explosive relations with Taiwan, its challenges to America's global hegemony, etc.

**PLSC 2220 Comparative Democratization: East and West (4 Credits)**

This course brings the contested notion of democratization into the East Asian context and tests its relevance for countries at various stages of political and economic development in the region. After introducing the general debates over what democratization is and tracing its emergence in Western Europe and North America, class explores the rise of democratization movements in East Asia and examines the various forms of democratization in different political and economic settings. Satisfies the department distribution requirement in comparative/International politics. Prerequisite: Sophomore standing.

**PLSC 2260 Politics of Japan (4 Credits)**

How did Japan rapidly catch up with more advanced industrial powers? Can other developing countries copy the Japanese model? What was the "darker side" behind Japan's economic miracle? How do we come to terms with the sudden burst of Japan's "Bubble Economy?" Will Japan's current economic recovery process, which started in 2002, be sustainable? Is a genuine international reconciliation between Japan and its neighbors possible? These are just some of the questions we will examine in this class. Prerequisite: sophomore standing.

**RLGS 2103 Religions of China & Japan (4 Credits)**

This is an introduction of some of the major East Asian religious and ethical traditions, focusing on Buddhism, Confucianism, Daoism, and Shinto. By examining both translations of sacred texts as well as scholarly analyses, we explore the basic ideas, practices, and historical development of these varied and interconnected traditions. Special attention is paid to how people incorporate East Asian religious and ethical ideas and beliefs into contemporary life and how gender shapes the experience of religion. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2109 Religions of Tibet (4 Credits)**

This course explores the religious terrain of Tibet by looking at the historical and cultural development of the four main Tibetan Buddhist traditions: Nyingma, Sakya, Kagyu and Geluk, as well as the indigenous religion called Bon. Topics include the sacred landscape of Tibet; key doctrinal features; cultural artifacts like sacred biographies, art, and poetry; the 20th-century spread of Tibetan Buddhism from the Himalayas to North American communities; the future of Tibetan Buddhism in exile; and China and the West. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**RLGS 2118 "Women as the Gateway to Hell": Gender and Identity in South Asia (4 Credits)**

This course explores the role of women in public and private spaces in South Asia through the lens of religious praxis and belief. We will explore the ways in which Hindu, Jain, Buddhist, Sikh, Muslim, Christian, and Adivasi (indigenous) traditions have portrayed the role of women in scripture and consider these textual proscriptions and descriptions in the context of the lived experience of these belief systems. The primary aim of the course is to expose students to the complex relationship between the deified "feminine" and the construction of gender within modern South Asia. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 3814 Modern Hinduism (4 Credits)**

Doctrines, practices and history of South Asian Hinduism; conceptions of Gods and gods; image worship and temples; and the influences of caste and gender on the experience of Hinduism.

**RLGS 3820 Buddhism (4 Credits)**

Buddhist life and thought from origins to present in India, Tibet, Japan and China.

**RLGS 3832 Religious Lives: The Dalai Lamas (4 Credits)**

This course explores the many lives of the Dalai Lamas and the transformation of a reincarnated religious teacher into the political leader of Tibet and, eventually, a worldwide religious personality. In order to understand that transformation, the course investigates the institution of the Dalai Lamas from historical, doctrinal, and ritual perspectives. We will look at the role of the Dalai Lama as an embodiment of the bodhisattva of compassion at the center of a tapestry of religious ceremony and ritual performances. The course will also consider the religious, ethical, and political thought of several of the most prominent Dalai Lamas, with significant attention given to the writings and work of the current, fourteenth, Dalai Lama.

**RLGS 3893 Buddhism and Social Justice (4 Credits)**

This course examines Buddhist theories and practices of social justice, with a focus on the contemporary global movements known as "Humanistic Buddhism" and "Socially Engaged Buddhism." The course covers topics such as: the roots of engaged Buddhism in social and political movements of 19th and 20-century Asia, the role of meditation and other Buddhist practices as both a support for and a means of social engagement, and Buddhist approaches to contemporary issues of racial justice, equality, economic development, and the environment. In the final analysis, the course asks whether the concept of justice makes sense within a Buddhist worldview, or if Buddhist concerns for social welfare hinge on an entirely different paradigm. This course is a community-engaged service learning course. As part of the course, students work with a local community partner to further their own community engagement work.

**RLGS 3898 Dharamsala: Myth, Land, and Traditions (4 Credits)**

This course explores the myths and stories that root cultural, religious, social and political traditions in the material landscape of India. It will explore the sacred spaces, images, rituals, and belief-traditions of the Himalayan region surrounding Dharamsala, India. As a study-abroad course, the materials, site visits, and community-engaged learning projects interrogate how myths operate as both cultural "glue" and demarcations of difference. Students participate in community-engaged learning placements to learn how myth creates and fosters cultural communities. Through site visits and readings we will learn how the "lived experience" of cultural belief-traditions, social and political practices, and sacred images and spaces are products of a unique marriage of land, story, and community. We will also have lectures and a Canvas site with pre-travel readings that will prepare you for the cultural and social belief-traditions we will encounter within Dharamsala. While in India, we will continue to read about ritual, devotion, stories of the land, social and political identities rooted in the land, and more. This course will be cross-listed with INTS for undergraduate and graduate elective credit.

**SOWK 3820 Frogs in a Pond: Japanese Translation Theory and Practice (4 Credits)**

This course takes a multi-pronged approach to literature and translation, considering aspects of translation theory, methodology, and practice; literature in translation; and the function of translation in global dynamics of canon, colonization, power, and literary stylistics. With a language like Japanese, which shares no linguistic roots with European languages, questions of translation are magnified and problematized by linguistic difference, histories of Orientalism and colonization, and fundamentally different literary aesthetics, especially in literatures of premodern Japan and early modern Europe. Questions this course considers include: with what modes of translation practice might we approach Japanese literature? How has the translation of European literature into Japanese impacted Japanese literary aesthetics and vice versa? How might we more equitably represent Japanese literature to a global Anglo audience? By what processes does the business of translation occur and how do those processes impact the actual production of literary canon and study? This class requires Japanese language ability of intermediate and higher. Prerequisites: JAPN 1416 and JAPN 2003 or equivalent required.

## Biological Sciences

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The Department of Biological Sciences offers five distinct life sciences majors provided by a nationally recognized faculty that excels in teaching and research. Many faculty members have received University wide recognition for outstanding teaching. Research programs are funded by grants from agencies such as the National Institutes of Health and the National Science Foundation.

The innovative and highly integrated curriculum provides a sound foundation in molecular, cellular, developmental, organismal, ecological and environmental biology. The curriculum prepares students for futures in medicine, dentistry, veterinary medicine, graduate programs in the life sciences, graduate programs in health-related fields like physical therapy or physician assistant programs, ecology, environmental science, conservation biology and science education at the secondary school level.

## Programs of Study from the Department of Biological Sciences

The department offers majors in the following areas: biological sciences, molecular biology, physiology in health and disease, ecology and biodiversity, and integrated sciences. We also offer minors in biological sciences and human health science and systems.

### Biological Sciences

The Biological Sciences major provides a curriculum that encompasses the spectrum of disciplines in the life sciences.

#### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

45 credits of biology. Requirements include the following:

Code	Title	Credits
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2120 & BIOL 2121	Cell Structure and Function and Cell Structure & Function Lab	5
BIOL 2510 & BIOL 2511	General Genetics and General Genetics Lab	5
BIOL 2010 & BIOL 2011	General Ecology and General Ecology Lab	5
Additional Biology electives at the 2000 or 3000 level <sup>1</sup>		20
<b>Total Credits</b>		<b>45</b>

#### Additional Requirements

Code	Title	Credits
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The BA in Biological Sciences requires either one year of Chemistry or a minor in Chemistry. In addition, eight credits of Mathematics is required.

##### Chemistry

Chemistry coursework requirements include: 12-20

CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	
CHEM 2000 or 3000 level course (at least 4 credits)		

##### Mathematics

Select one of the following combinations: 8

MATH 1951 & MATH 1952	Calculus I and Calculus II	
or		
MATH 1951 & BIOL 2090	Calculus I and Biostatistics	
or		
MATH 1951 & PSYC 2300	Calculus I and Introduction to Statistics	

**Total Credits** **20-28**

<sup>1</sup> Only five credits of BIOL 3995 Independent Research and/or BIOL 3991 Independent Study may be counted toward the credit requirement for the major.

## Bachelor of Science - Biological Sciences Major Requirements

(183 credits required for the degree (p. 95))

45 credits of biology. Requirements include the following:

Code	Title	Credits
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2120 & BIOL 2121	Cell Structure and Function and Cell Structure & Function Lab	5
BIOL 2510 & BIOL 2511	General Genetics and General Genetics Lab	5
BIOL 2010 & BIOL 2011	General Ecology and General Ecology Lab	5
Additional Biology electives at the 2000 or 3000 level <sup>1</sup>		20
<b>Total Credits</b>		<b>45</b>

### Additional Requirements

Code	Title	Credits
Two minors are required for the BS in Biological Sciences, one of which must be Chemistry. In addition, one year of Physics and one year of Mathematics is required.		

#### Chemistry

A chemistry minor is required. Refer to the Department of Chemistry and Biochemistry 20

#### Physics

One year of Physics with lab. Select one of the following: 15

PHYS 1111 & PHYS 1112 & PHYS 1113	General Physics I and General Physics II and General Physics III	
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or

PHYS 1211 & PHYS 1212 & PHYS 1213	University Physics I and University Physics II and University Physics III	
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#### Mathematics

One year of Mathematics. Select one of the following: 12

MATH 1951 & MATH 1952 & MATH 1953	Calculus I and Calculus II and Calculus III	
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or

MATH 1951 & MATH 1952 & BIOL 2090	Calculus I and Calculus II and Biostatistics	
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or

MATH 1951 & MATH 1952 & PSYC 2300	Calculus I and Calculus II and Introduction to Statistics	
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**Total Credits** **47**

<sup>1</sup> Only five credits of BIOL 3995 Independent Research and/or BIOL 3991 Independent Study may be counted toward the 45-credit requirement for the major.

## Molecular Biology

The Molecular Biology major features upper-division courses that share the common theme of gene expression in biological systems and cellular function. This major is intended for students interested in professional postgraduate programs (medicine, dentistry, veterinary medicine), graduate programs in the life sciences and careers in the biotech industry.

### Bachelor of Arts - Molecular Biology Major Requirements

(183 credits required for the degree (p. 92))

44 credits of biology. Requirements include the following:

Code	Title	Credits
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2120 & BIOL 2121	Cell Structure and Function and Cell Structure & Function Lab	5
BIOL 2510 & BIOL 2511	General Genetics and General Genetics Lab	5
BIOL 3800	Human Molecular Biology	4
BIOL 3560	Molecular Biology Laboratory	4
<b>Category Elective Courses (minimum of three courses)</b>		<b>12</b>
BIOL 3145	Cellular and Molecular Biology of Cancer	
BIOL 3150	Intracellular Dynamics	
BIOL 3160	Biophysics: Ion Channels & Disease	
BIOL 3570	Proteins in Biological Systems	
BIOL 3610	Developmental Biology	
BIOL 3615	Blood Vessel Development and Disease	
BIOL 3630	Cell Biology of Development	
BIOL 3640	Introductory Neurobiology	
BIOL 3642	Neuropharmacology	
BIOL 3644	Neuromuscular Pathophysiology	
BIOL 3648	Molecular Mechanisms of Neurological Disease	
BIOL 3650	Endocrinology	
BIOL 3656	Cellular Aspects of Diabetes and Obesity	
BIOL 3670	Molecular Immunology	
BIOL 3675	Virology	
BIOL 3690	Cellular Microbiology	
BIOL 3701	Topics in Genetics	
BIOL 3703	Advanced Topics in Developmental Biology	
BIOL 3704	Advanced Topics in Cell Biology	
BIOL 3705	Advanced Topics in Molecular Biology	
BIOL 3850	Genetic Engineering	
BIOL 3855	Genetic Model Organisms in Health & Disease	
BIOL 3910	Viruses & Infectious Human Diseases	
Any 3000-level BIOL course, may include category electives from above. <sup>1</sup>		4
<b>Total Credits</b>		<b>44</b>

### Additional Requirements

Code	Title	Credits
The BA in Molecular Biology requires a minor in Chemistry. In addition, eight credits of Mathematics is required.		
<b>Chemistry</b>		
A Chemistry minor is required, see Department of Chemistry and Biochemistry.		20
<b>Mathematics</b>		

Select one of the following combinations:	8
MATH 1951 & MATH 1952	Calculus I and Calculus II
or	
MATH 1951 & PSYC 2300	Calculus I and Introduction to Statistics
or	
MATH 1951 & BIOL 2090	Calculus I and Biostatistics
<b>Total Credits</b>	<b>28</b>

<sup>1</sup> Only five credits of BIOL 3995 Independent Research and/or BIOL 3991 Independent Study may be counted toward the credit requirement for the major.

## Bachelor of Science - Molecular Biology Major Requirements

(183 credits required for the degree (p. 95))

50 credits of biology. Requirements include the following:

Code	Title	Credits
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2120 & BIOL 2121	Cell Structure and Function and Cell Structure & Function Lab	5
BIOL 2510 & BIOL 2511	General Genetics and General Genetics Lab	5
BIOL 3800	Human Molecular Biology	4
BIOL 3560	Molecular Biology Laboratory	4
<b>Category Elective Courses (minimum of three courses)</b>		<b>12</b>
BIOL 3145	Cellular and Molecular Biology of Cancer	
BIOL 3150	Intracellular Dynamics	
BIOL 3160	Biophysics: Ion Channels & Disease	
BIOL 3570	Proteins in Biological Systems	
BIOL 3610	Developmental Biology	
BIOL 3615	Blood Vessel Development and Disease	
BIOL 3630	Cell Biology of Development	
BIOL 3640	Introductory Neurobiology	
BIOL 3642	Neuropharmacology	
BIOL 3644	Neuromuscular Pathophysiology	
BIOL 3648	Molecular Mechanisms of Neurological Disease	
BIOL 3650	Endocrinology	
BIOL 3656	Cellular Aspects of Diabetes and Obesity	
BIOL 3670	Molecular Immunology	
BIOL 3675	Virology	
BIOL 3690	Cellular Microbiology	
BIOL 3701	Topics in Genetics	
BIOL 3703	Advanced Topics in Developmental Biology	
BIOL 3704	Advanced Topics in Cell Biology	
BIOL 3705	Advanced Topics in Molecular Biology	
BIOL 3850	Genetic Engineering	
BIOL 3855	Genetic Model Organisms in Health & Disease	

BIOL 3910	Viruses & Infectious Human Diseases	
Any 3000-level BIOL course, may include category electives from above. <sup>1</sup>		10
<b>Total Credits</b>		<b>50</b>

### Additional Requirements

Code	Title	Credits
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The BS in Molecular Biology requires two minors, one of which must be Chemistry. In addition, one year of Mathematics and one year of Physics is required

#### Chemistry

A chemistry minor is required, see Department of Chemistry and Biochemistry. 20

#### Physics

One year of Physics with lab is required. Select one of the following combinations: 15

PHYS 1111 & PHYS 1112 & PHYS 1113	General Physics I and General Physics II and General Physics III	
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or

PHYS 1211 & PHYS 1212 & PHYS 1213	University Physics I and University Physics II and University Physics III	
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#### Mathematics

One year of Mathematics is required. Select one of the following combinations: 12

MATH 1951 & MATH 1952 & MATH 1953	Calculus I and Calculus II and Calculus III	
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or

MATH 1951 & MATH 1952 & BIOL 2090	Calculus I and Calculus II and Biostatistics	
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or

MATH 1951 & MATH 1952 & PSYC 2300	Calculus I and Calculus II and Introduction to Statistics	
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**Total Credits** **47**

<sup>1</sup> Only five credits of BIOL 3995 Independent Research and/or BIOL 3991 Independent Study may be counted toward the credit requirement for the major.

## Ecology and Biodiversity

The Ecology and Biodiversity major focuses on topics in the life sciences at the organismal, genomic and ecosystem levels. It is intended for students interested in graduate programs or careers in ecology, conservation biology, evolution or environmental sciences.

### Bachelor of Arts - Ecology and Biodiversity Major Requirements

(183 credits required for the degree (p. 92))

44 credits of biology. Requirements include the following:

Code	Title	Credits
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2010 & BIOL 2011	General Ecology and General Ecology Lab	5
BIOL 2510 & BIOL 2511	General Genetics and General Genetics Lab	5

#### Field course requirement



BIOL 3055	Ecology of the Rockies	4
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**Category elective courses**

Select four courses from the following		16
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BIOL 2320	Andean Landscapes	
BIOL 2825	Biogeographies of Conservation in Serengeti & Zanzibar	
BIOL 3010	Evolution	
BIOL 3035	Invasive Species Ecology	
BIOL 3044	Coral Reef Ecology	
BIOL 3085	Insect Ecology	
BIOL 3090	Microbial Ecology	
BIOL 3095	Global Change Ecology	
BIOL 3110	Special Topics: Biology	
BIOL 3120	General Microbiology	
BIOL 3253	Environmental Physiology of Animals	
BIOL 3350	Conservation Biology	
BIOL 3410	Animal Behavior	
BIOL 3700	Topics in Ecology	

Additional Biology electives at the 2000 or 3000 level <sup>1</sup>		4
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<b>Total Credits</b>		<b>44</b>
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**Additional Requirements**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
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**Chemistry**

CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
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**Mathematics**

8 credits of Mathematics are required. Select one of the following combinations:		8
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MATH 1951 & BIOL 2090	Calculus I and Biostatistics	
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or

MATH 1951 & PSYC 2300	Calculus I and Introduction to Statistics	
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<b>Total Credits</b>		<b>12</b>
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<sup>1</sup> Only 5 credits of Undergraduate Research (BIOL 3995) and/or Independent Study (BIOL 3991) may be counted toward the credit requirement for the major.

**Bachelor of Science - Ecology and Biodiversity Major Requirements**

(183 credits required for the degree (p. 95))

49 credits of biology. Requirements include the following:

Code	Title	Credits
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2010 & BIOL 2011	General Ecology and General Ecology Lab	5
BIOL 2510 & BIOL 2511	General Genetics and General Genetics Lab	5
BIOL 2090	Biostatistics	4

**Field course requirement**

BIOL 3055	Ecology of the Rockies	4
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**Category elective courses <sup>1</sup>**

Minimum of four courses.		16
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BIOL 2320	Andean Landscapes	
BIOL 2825	Biogeographies of Conservation in Serengeti & Zanzibar	
BIOL 3010	Evolution	
BIOL 3035	Invasive Species Ecology	
BIOL 3044	Coral Reef Ecology	
BIOL 3085	Insect Ecology	
BIOL 3090	Microbial Ecology	
BIOL 3095	Global Change Ecology	
BIOL 3110	Special Topics: Biology	
BIOL 3120	General Microbiology	
BIOL 3253	Environmental Physiology of Animals	
BIOL 3350	Conservation Biology	
BIOL 3410	Animal Behavior	
BIOL 3700	Topics in Ecology	

Additional Biology electives at the 2000 or 3000 level <sup>1</sup>		5
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<b>Total Credits</b>		<b>49</b>
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**Additional Requirements**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
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In addition, students must complete one year of Chemistry and one year of Physics. The BS in Ecology and Biodiversity requires two minors, one of which must be from the following list: Chemistry, Computer Science, Geography, Geographic Information Science, Geology, Mathematics, Medical Physics, or Physics.

**Chemistry**

One year of Chemistry with lab is required.		12
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CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	

CHEM 2000 or 3000 level course (at least 4 credits)		
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**Physics**

One year of Physics with lab is required. Select one of the following combinations:		15
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PHYS 1111 & PHYS 1112 & PHYS 1113	General Physics I and General Physics II and General Physics III	
or		
PHYS 1211 & PHYS 1212 & PHYS 1213	University Physics I and University Physics II and University Physics III	

**Mathematics**

One year of Mathematics is required. Choose one of the following combinations:		12
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MATH 1951 & MATH 1952 & PSYC 2300	Calculus I and Calculus II and Introduction to Statistics	
MATH 1951 & MATH 1952 & BIOL 2090	Calculus I and Calculus II and Biostatistics	
or		
MATH 1951 & MATH 1952 & MATH 1953	Calculus I and Calculus II and Calculus III	

<b>Total Credits</b>		<b>39</b>
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<sup>1</sup> Only 5 credits of Undergraduate Research (BIOL 3995) and/or Independent Study (BIOL 3991) may be counted toward the credit requirement for the major.

## Physiology in Health & Disease

### Bachelor of Science - Physiology in Health & Disease Major Requirements

(183 credits required for the degree (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/bachelorofscience/>))

50 credits of biology. Requirements include the following:

Code	Title	Credits
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2120 & BIOL 2121	Cell Structure and Function and Cell Structure & Function Lab	5
BIOL 3241	Anatomy and Physiology of the Skeletal, Nervous and Muscular systems	0-5
BIOL 3242	Human Anatomy and Physiology - Systems of homeostasis	0-5
<b>Category Elective Courses: Physiological Electives &amp; Cellular Electives. Four courses total, at least one from each group.</b>		<b>14-20</b>
<b>Physiological Electives: at least one course</b>		
BIOL 3251	Exercise Physiology	
BIOL 3252	High Altitude Physiology	
BIOL 3254	Advanced Cardiovascular and Pulmonary Physiology	
BIOL 3256	Advanced Human Anatomy & Physiology	
BIOL 3258	Research Techniques in Exercise Physiology	
BIOL 3259	Electrocardiogram Interpretation	
BIOL 3260	Nutritional Physiology	
BIOL 3261	Exercise Testing and Prescription	
BIOL 3644	Neuromuscular Pathophysiology	
BIOL 3647	Neuroscience of Movement	
BIOL 3708	Topics in Integrative Physiology	
<b>Cellular Electives: at least one course.</b>		
BIOL 3120	General Microbiology	
BIOL 3145	Cellular and Molecular Biology of Cancer	
BIOL 3150	Intracellular Dynamics	
BIOL 3160	Biophysics: Ion Channels & Disease	
BIOL 3610	Developmental Biology	
BIOL 3615	Blood Vessel Development and Disease	
BIOL 3641	Systems Neuroscience	
BIOL 3642	Neuropharmacology	
BIOL 3648	Molecular Mechanisms of Neurological Disease	
BIOL 3649	Neurodegeneration and Neurotrauma: Mechanisms and Therapeutics	
BIOL 3650	Endocrinology	
BIOL 3656	Cellular Aspects of Diabetes and Obesity	
BIOL 3670	Molecular Immunology	
BIOL 3675	Virology	
BIOL 3690	Cellular Microbiology	
BIOL 3910	Viruses & Infectious Human Diseases	
Additional Biology electives at the 2000 or 3000 level <sup>1</sup>		5
<b>Total Credits</b>		<b>50</b>

Code	Title	Credits
<b>Additional Requirements</b>		
Two minors are required for the BS Physiology in Health & Disease, one of which must be Medical Physics.		
In addition, one year of Chemistry and one year of Mathematics are required.		
Medical Physics minor is required		21
PHYS 1111 & PHYS 1112 & PHYS 1113	General Physics I and General Physics II and General Physics III	
or		
PHYS 1211 & PHYS 1212 & PHYS 1213	University Physics I and University Physics II and University Physics III	
PHYS 2300	Physics of the Body	
PHYS 2340	Medical Imaging Physics	
<b>Chemistry</b>		
Chemistry coursework requirements include:		12
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	
CHEM 2000 or 3000 level course (at least 4 credits)		
Mathematics. Select one of the following sequences:		12
MATH 1951 & MATH 1952 & MATH 1953	Calculus I and Calculus II and Calculus III	
or		
MATH 1951 & MATH 1952 & BIOL 2090	Calculus I and Calculus II and Biostatistics	
or		
MATH 1951 & MATH 1952 & PSYC 2300	Calculus I and Calculus II and Introduction to Statistics	

<sup>1</sup> Only five (5) credits of BIOL 3995 Undergraduate Research and/or BIOL 3991 Independent Study may be counted toward the 50-credit requirement for the major.

## Cognitive Neuroscience Concentration

### Requirements for the Cognitive Neuroscience Concentration - Biological Sciences Majors

45 credits of biology. Required coursework includes those listed for the BA or BS major program in biological sciences. Students BIOL coursework must include:

Code	Title	Credits
BA or BS Biological Sciences major required coursework		25
BIOL 3646	Seminar: Cognitive Neuroscience	2
Any three of the following:		12
BIOL 3160	Biophysics: Ion Channels & Disease	
BIOL 3640	Introductory Neurobiology	
BIOL 3641	Systems Neuroscience	
BIOL 3642	Neuropharmacology	
BIOL 3644	Neuromuscular Pathophysiology	
BIOL 3647	Neuroscience of Movement	
BIOL 3648	Molecular Mechanisms of Neurological Disease	

BIOL 3649	Neurodegeneration and Neurotrauma: Mechanisms and Therapeutics	
BIOL 3650	Endocrinology	
Additional Biology electives at the 2000 or 3000 level <sup>1</sup>		6
<b>Total Credits</b>		<b>45</b>

**Additional Requirements: Bachelor of Arts with Cognitive Neuroscience Concentration**

Code	Title	Credits
The Psychology minor is required for the BA. In addition, one year of Chemistry and eight credits of Mathematics are required.		
Psychology minor for Cognitive Neuroscience students		20
See Psychology department for requirements.		

**Chemistry**

Chemistry coursework requirements include:		12-20
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	
CHEM 2000 or 3000 level course (at least 4 credits)		

**Mathematics**

Select one of the following combinations:		8
MATH 1951 & MATH 1952	Calculus I and Calculus II	
or		
MATH 1951 & BIOL 2090	Calculus I and Biostatistics	
or		
MATH 1951 & PSYC 2300	Calculus I and Introduction to Statistics	

**Total Credits** **40-48**

**Additional Requirements: Bachelor of Science with Cognitive Neuroscience Concentration**

Code	Title	Credits
Two minors are required for the BS, one of which must be Chemistry with the second minor in Psychology. In addition, one year of Physics and one year of Mathematics are required.		
Psychology minor for Cognitive Neuroscience students		20
See Psychology department for requirements		

**Chemistry**

A chemistry minor is required. 20

**Physics**

One year of Physics with lab. Select one of the following:		15
PHYS 1111 & PHYS 1112 & PHYS 1113	General Physics I and General Physics II and General Physics III	
or		
PHYS 1211 & PHYS 1212 & PHYS 1213	University Physics I and University Physics II and University Physics III	

**Mathematics**

One year of Calculus. Select one of the following:		12
MATH 1951 & MATH 1952 & MATH 1953	Calculus I and Calculus II and Calculus III	
or		
MATH 1951 & MATH 1952 & BIOL 2090	Calculus I and Calculus II and Biostatistics	

or

MATH 1951 & MATH 1952 & PSYC 2300	Calculus I and Calculus II and Introduction to Statistics
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**Total Credits****67**

<sup>1</sup> Only five credits of BIOL 3995 Independent Research and/or BIOL 3991 Independent Study may be counted toward the credit requirement for the major.

## Cognitive Neuroscience Concentration - Molecular Biology Major

44 credits of biology (BA); 50 credits of biology (BS). Required coursework includes those listed for the BA or BS major program in molecular biology, including molecular biology category electives. In addition for the concentration in cognitive neuroscience, students must complete the following cognitive neuroscience requirements:

Code	Title	Credits
BA or BS Molecular Biology major required coursework		28
BIOL 3646	Seminar: Cognitive Neuroscience	2
<b>Cognitive Neuroscience: Category Elective Courses</b>		
Note: A course can count both as a Molecular Biology Category elective and a Cognitive Neuroscience Category elective.		
Any three of the following:		12
BIOL 3160	Biophysics: Ion Channels & Disease	
BIOL 3640	Introductory Neurobiology	
BIOL 3641	Systems Neuroscience	
BIOL 3642	Neuropharmacology	
BIOL 3644	Neuromuscular Pathophysiology	
BIOL 3647	Neuroscience of Movement	
BIOL 3648	Molecular Mechanisms of Neurological Disease	
BIOL 3649	Neurodegeneration and Neurotrauma: Mechanisms and Therapeutics	
BIOL 3650	Endocrinology	
Additional Biology courses at the 2000 or 3000 level for a total of at least 44 credits of biology (BA); 50 credits of biology (BS). <sup>1</sup>		2-8
<b>Total Credits</b>		<b>44-50</b>

## Additional Requirements for the Bachelor of Arts Degree - Molecular Biology Major with Cognitive Neuroscience Concentration

Code	Title	Credits
The BA requires a minor in Chemistry as well as the Psychology minor. In addition, eight credits of Mathematics are required.		
<b>Psychology</b>		<b>20</b>
Refer to Psychology for requirements.		
<b>Chemistry</b>		
A chemistry minor is required. Refer to Department of Chemistry and Biochemistry.		20
<b>Mathematics</b>		
Select one of the following combinations:		8
MATH 1951 & MATH 1952	Calculus I and Calculus II	
or		
MATH 1951 & PSYC 2300	Calculus I and Introduction to Statistics	
or		
MATH 1951 & BIOL 2090	Calculus I and Biostatistics	
<b>Total Credits</b>		<b>48</b>



**Additional Requirements for the Bachelor of Science Degree - Molecular Biology Major with Cognitive Neuroscience Concentration**

Code	Title	Credits
The BS requires two minors - which must include a minor in Chemistry and a minor in Psychology. In addition, one year of Mathematics and one year of Physics are required		
<b>Psychology</b>		<b>20</b>
Refer to Psychology for requirements.		
<b>Chemistry</b>		<b>20</b>
A chemistry minor is required. Refer to Department of Chemistry and Biochemistry.		
<b>Physics</b>		<b>15</b>
One year of Physics with lab. Select one of the following combinations:		
PHYS 1111 & PHYS 1112 & PHYS 1113	General Physics I and General Physics II and General Physics III	
or		
PHYS 1211 & PHYS 1212 & PHYS 1213	University Physics I and University Physics II and University Physics III	
<b>Mathematics</b>		<b>12</b>
One year of Mathematics is required.		
Select one of the following combinations		
MATH 1951 & MATH 1952 & MATH 1953	Calculus I and Calculus II and Calculus III	
or		
MATH 1951 & MATH 1952 & BIOL 2090	Calculus I and Calculus II and Biostatistics	
or		
MATH 1951 & MATH 1952 & PSYC 2300	Calculus I and Calculus II and Introduction to Statistics	
<b>Total Credits</b>		<b>67</b>

<sup>1</sup> Only five credits of BIOL 3995 Independent Research and/or BIOL 3991 Independent Study may be counted toward the credit requirement for the major.

**Cognitive Neuroscience Concentration with Biological Sciences Minor (with Psychology Major)**

The minor requirements listed below apply only to students completing a Psychology major with a Cognitive Neuroscience concentration. Please see the Department of Psychology (p. 592) for Psychology minor requirements associated with this concentration.

Minimum of 20 credits as follows:

Code	Title	Credits
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2120 & BIOL 2121	Cell Structure and Function and Cell Structure & Function Lab	5
BIOL 3646	Seminar: Cognitive Neuroscience	2
At least two of the following courses:		<b>8</b>
BIOL 3160	Biophysics: Ion Channels & Disease	
BIOL 3640	Introductory Neurobiology	
BIOL 3641	Systems Neuroscience	

BIOL 3642	Neuropharmacology
BIOL 3644	Neuromuscular Pathophysiology
BIOL 3647	Neuroscience of Movement
BIOL 3648	Molecular Mechanisms of Neurological Disease
BIOL 3649	Neurodegeneration and Neurotrauma: Mechanisms and Therapeutics
BIOL 3650	Endocrinology

**Total Credits****25**

## Minors

### Biological Sciences - Minor Requirements

20 credits of biology. Requirements include:

Code	Title	Credits
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
10 credits of courses at the 2000 level including one from the following courses: <sup>1</sup>		10
BIOL 2120 & BIOL 2121	Cell Structure and Function and Cell Structure & Function Lab	
BIOL 2510 & BIOL 2511	General Genetics and General Genetics Lab	
BIOL 2010 & BIOL 2011	General Ecology and General Ecology Lab	
BIOL 3241	Anatomy and Physiology of the Skeletal, Nervous and Muscular systems	
BIOL 3242	Human Anatomy and Physiology - Systems of homeostasis	
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> Only 4 credits of Undergraduate Research (BIOL 3995) and/or Independent Study (BIOL 3991) may be counted toward the credit requirement for the minor.

### Human Health Science & Systems - Minor Requirements

Code	Title	Credits
<b>Required Courses (10 Credit hours)</b>		<b>10</b>
HLTH 2000	Science of Human Health	
HLTH 2010	Health Systems Science	
HLTH 3000	Seminar in Health Science	
<b>Electives (10 Credit hours) <sup>1</sup></b>		<b>10</b>
HLTH 2200	Medical Terminology: Fundamentals and Applications	
HLTH 2210	Health Education and Promotion	
HLTH 3155	Leadership in Health	
HLTH 3600	Cultural Responsiveness in Health Care	
HLTH 3700	Topics in Health	
HLTH 3870	Medical Ethics	
HLTH 3991	Independent Study in Human Health Science and Systems	
HLTH 3993	Internship in Human Health Science & Systems	
HLTH 3995	Independent Research in Human Health Science and Systems	
BIOL 3025	Science and the Law	
GEOG 3755	Geography of Health	
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> Only 4 credits of Undergraduate Research (HLTH 3995), Internship (HLTH 3993) and/or Independent Study (HLTH 3991) in total may be counted toward the credit requirement for the minor.

### Requirements for Distinction in the Major in Biological Science

- Minimum 3.5 cumulative GPA
- Completion of a thesis approved by the Department of Biological Sciences.

### Requirements for Distinction in the Major in Molecular Biology

- Minimum 3.5 cumulative GPA
- Completion of a thesis approved by the Department of Biological Sciences.

### Requirements for Distinction in the Major in Ecology and Biodiversity

- Minimum 3.5 cumulative GPA
- Completion of a thesis approved by the Department of Biological Sciences.

### Requirements for Distinction in the Major in Physiology in Health and Disease

- Minimum 3.5 cumulative GPA
- Completion of a thesis approved by the Department of Biological Sciences.

#### Course Plans

The course plans below are intended to give students an example of how they might complete their degree requirements in the first two years. Please note that plans can vary greatly in year 2, and students should work with their Biology advisor to determine their academic path.

## BS in Biological Sciences

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010	3	CHEM 1020		3 CHEM 2131	3
CHEM 1240	1	CHEM 1250		1 CHEM 2141	1
MATH 1951 or BIOL 2090	4	MATH 1951 or 1952		4 MATH 1952 or 1953	4
Common Curriculum Requirement/Elective <sup>1</sup>	4	BIOL 1011		4 BIOL 1010	4
		BIOL 1021		1 BIOL 1020	1
	<b>16</b>			<b>17</b>	<b>17</b>

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
BIOL 2120 & BIOL 2121 (or BIOL 2010 & BIOL 2011)		5 BIOL 2510 & BIOL 2511		5 BIOL upper level elective	4
CHEM 2451	3	CHEM 2452		3 BIOL upper level elective or general elective	4
CHEM 2461	1	CHEM 2462		1 Language sequence	4
Language sequence	4	Language sequence		4 General Elective or PHYS 1113	4
General Elective or PHYS 1111	4	General Elective or PHYS 1112		4	
	<b>17</b>			<b>17</b>	<b>16</b>

Total Credits: 100

<sup>1</sup> This "slot" will be needed for biology in Winter and Spring quarters, so do not start another full-year sequence during Fall quarter

## BA in Biological Sciences

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010	3	CHEM 1020		3 CHEM 2131	3
CHEM 1240	1	CHEM 1250		1 CHEM 2141	1
MATH 1951 or BIOL 2090	4	MATH 1951 or 1952		4 MATH 1952 (or general elective)	4

Common Curriculum Requirement/Elective <sup>1</sup>	4 BIOL 1011 & BIOL 1021	5 BIOL 1010 & BIOL 1020	5
	<b>16</b>	<b>17</b>	<b>17</b>
<b>Second Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
BIOL 2120 & BIOL 2121 (or BIOL 2010 & BIOL 2011)		5 BIOL 2510 & BIOL 2511	5 BIOL Upper Level Elective
Language sequence	4	Language sequence	4
Common Curriculum Requirement/Elective	4	Common Curriculum Requirement/Elective	4
Common Curriculum Requirement/Elective	4	Common Curriculum Requirement/Elective	4
	<b>17</b>	<b>17</b>	<b>16</b>
<b>Total Credits: 100</b>			

<sup>1</sup> This "slot" will be needed for biology in Winter and Spring quarters, so do not start another full-year sequence during Fall quarter

## BS in Molecular Biology

<b>First Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
FSEM 1111		4 WRIT 1122	4 WRIT 1133
CHEM 1010	3	CHEM 1020	3 CHEM 2131
CHEM 1240	1	CHEM 1250	1 CHEM 2141
MATH 1951 or BIOL 2090	4	MATH 1951 or 1952	4 MATH 1952 or 1953
Common Curriculum Requirement/Elective <sup>1</sup>	4	BIOL 1011 & BIOL 1021	5 BIOL 1010 & BIOL 1020
	<b>16</b>		<b>17</b>
<b>Second Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
BIOL 2120 & BIOL 2121		5 BIOL 2510 & BIOL 2511	5 BIOL 3560
CHEM 2451	3	CHEM 2452	3 Language sequence
CHEM 2461	1	CHEM 2462	1 Upper Level Biology Elective or General Elective
Language sequence	4	Language sequence	4 General Elective or PHYS 1113
General Elective or PHYS 1111		4 General Elective or PHYS 1112	4
	<b>17</b>		<b>17</b>
<b>Total Credits: 100</b>			

<sup>1</sup> This "slot" will be needed for biology in Winter and Spring quarters, so do not start another full-year sequence during Fall quarter

## BA in Molecular Biology

<b>First Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
FSEM 1111		4 WRIT 1122	4 WRIT 1133
CHEM 1010	3	CHEM 1020	3 CHEM 2131
CHEM 1240	1	CHEM 1250	1 CHEM 2141
MATH 1951 or BIOL 2090	4	MATH 1951 or 1952	4 MATH 1952 (or general elective)
Common Curriculum Requirement/Elective <sup>1</sup>	4	BIOL 1011 & BIOL 1021	5 BIOL 1010 & BIOL 1020
	<b>16</b>		<b>17</b>
<b>Second Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
BIOL 2120 & BIOL 2121		5 BIOL 2510 & BIOL 2511	5 BIOL 3560
CHEM 2451	3	CHEM 2452	3 Language sequence
CHEM 2461	1	CHEM 2462	1 Upper Level Biology Elective or General Elective
Language sequence	4	Language sequence	4

Common Curriculum Requirement/Elective	4	Common Curriculum Requirement/Elective	4
	17		17
<b>Total Credits: 96</b>			<b>12</b>

<sup>1</sup> This "slot" will be needed for biology in Winter and Spring quarters, so do not start another full-year sequence during Fall quarter

## BS in Ecology and Biodiversity

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010	3	CHEM 1020		3 CHEM 2240	4
CHEM 1240	1	CHEM 1250		1 MATH 1952	4
MATH 1951 or BIOL 2090	4	MATH 1951 or 1952		4 BIOL 1010 & BIOL 1020	5
Common Curriculum Requirement/Elective <sup>1</sup>		4 BIOL 1011 & BIOL 1021		5	
	16		17		17

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
BIOL 2010 & BIOL 2011		5 BIOL 2510 & BIOL 2511		5 Biology Elective	4
Language sequence	4	Language sequence		4 Language sequence	4
General Elective or PHYS 1111	4	General Elective or PHYS 1112		4 General Elective or PHYS 1113	4
Common Curriculum Requirement/Elective	4	Common Curriculum Requirement/Elective		4 Common Curriculum Requirement/Elective	4
	17		17		16

**Total Credits: 100**

<sup>1</sup> This "slot" will be needed for biology in Winter and Spring quarters, so do not start another full-year sequence during Fall quarter

## BA in Ecology and Biodiversity

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010	3	MATH 1951 (or General Elective)		4 CHEM 2240	4
CHEM 1240	1	BIOL 1011 & BIOL 1021		5 Common Curriculum Requirement/Elective	4
MATH 1951 or BIOL 2090	4			BIOL 1010 & BIOL 1020	5
Common Curriculum Requirement/Elective <sup>1</sup>	4				
	16		13		17

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
BIOL 2010 & BIOL 2011		5 BIOL 2510 & BIOL 2511		5 Biology Elective	4
Language sequence	4	Language sequence		4 Language sequence	4
Common Curriculum Requirement/Elective	4	Common Curriculum Requirement/Elective		4 Common Curriculum Requirement/Elective	4
Common Curriculum Requirement/Elective	4	Common Curriculum Requirement/Elective		4 Common Curriculum Requirement/Elective	4
	17		17		16

**Total Credits: 96**

<sup>1</sup> This "slot" will be needed for biology in Winter and Spring quarters, so do not start another full-year sequence during Fall quarter

## BS in Physiology in Health and Disease

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010 & CHEM 1240		4 CHEM 1020 & CHEM 1250		4 CHEM 2131 & CHEM 2141	4
MATH 1951 or BIOL 2090		4 MATH 1951 or 1952		4 MATH 1952 or 1953 (or general elective)	4
Common Curriculum Requirement/Elective <sup>1</sup>		4 BIOL 1011 & BIOL 1021		5 BIOL 1010 & BIOL 1020	5
		<b>16</b>		<b>17</b>	<b>17</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
BIOL 2120 & BIOL 2121 (or BIOL 2010 & BIOL 2011)		5 BIOL 3241		5 BIOL 3242	5
Language sequence		4 Language sequence		4 Language sequence	4
PHYS 1111		5 PHYS 1112		5 PHYS 1113	5
				BIOL upper level elective	4
		<b>14</b>		<b>14</b>	<b>18</b>
<b>Total Credits: 96</b>					

<sup>1</sup> This "slot" will be needed for biology in Winter and Spring quarters, so do not start another full-year sequence during Fall quarter

## Biology (BIOL)

### BIOL 1005 Perspectives-Veterinary Medicine (2 Credits)

Introduction to career areas in veterinary medicine through lectures, guest speakers and demonstrations. The credits for this course are general elective only. They do not apply to any major or minor in NSM or to SI-NPW of the common curriculum. Prerequisites: BIOL 1010 and BIOL 1020, or by departmental permission.

### BIOL 1010 Physiological Systems (4 Credits)

The second required course in the introductory biology sequence required for students majoring in Biology or another science. Emphasis on physiology and development of plants and animals. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1020 lab section.

### BIOL 1011 Evolution, Heredity and Biodiversity (4 Credits)

The first required courses in the introductory biology sequence required for students majoring in Biology or another science. Emphasis on evolution, basic genetics and inheritance, and biodiversity. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1021 lab section.

### BIOL 1020 Physiological Systems Lab (1 Credit)

Exercises and experimentation to complement lecture material. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1010 lecture section.

### BIOL 1021 Evolution, Heredity and Biodiversity Lab (1 Credit)

Exercises and experimentation to complement lecture material. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1011 lecture section.

### BIOL 1220 Molecules to Humankind I (4 Credits)

First class in a three-quarter sequence for non-majors that examines the mechanisms that sustain life. Emphasis is placed on understanding the human body at the molecular, cellular and physiological levels. In the fall quarter our discussions start with the atom and basic chemistry. We next consider the properties of complex molecules, including DNA, proteins, carbohydrates and lipids, in order to see how such molecules are used and organized by living organisms. Our discussions of large and complex molecules lead naturally to the basic unit of life, the cell. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

### BIOL 1221 Molecules to Humankind II (4 Credits)

Second class in a three-quarter sequence for non-majors begins with an introduction to the general vertebrate body plan; we emphasize the human body plan but also compare it with other vertebrates. Discussions progress through the major organ and physiological systems of the body, including circulatory, respiratory, excretory, endocrine, nervous, skin, immune, reproductive, gastrointestinal, and skeletal and muscle systems. Discussions concentrate on the organization and function of these systems. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.



**BIOL 1222 Molecules to Humankind III (4 Credits)**

Third class in a three-quarter sequence focuses for non-majors on cell biology, genetics, and human reproduction and development. After a review of cell structure and function, focusing on how cells are capable of replication with modification, the mechanisms by which information is passed on from one cell to another and from one generation to the next are considered. The second half of the quarter concerns sexual reproduction and early development. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: BIOL 1221.

**BIOL 1260 Sustaining Life I (4 Credits)**

A three-quarter sequence for non-majors examining some important biological mechanisms that sustain life -- and "life" in general! Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world. The first quarter begins with a discussion of the defining characteristics of "life" and the basic mechanisms required to sustain it. The course continues with an overview of biological diversity and ends with a focus on the many important connections between food, human health, and environmental health. The second quarter begins by building a basic understanding of how ecosystems function -- including the interactions among living organisms (including humans) and between these living organisms and their environment. The course continues with focused discussions of issues related to the impact of biological diversity on infectious disease and medicine. The third quarter begins with a focus on the importance of biodiversity to biomedical research, especially related to model systems. It then reviews some of the current threats to biodiversity and concludes by exploring some possible solutions that can give hope for sustaining "life" in the future. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1261 Sustaining Life II (4 Credits)**

A three-quarter sequence for non-majors examining some important biological mechanisms that sustain life -- and "life" in general! Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world. The first quarter begins with a discussion of the defining characteristics of "life" and the basic mechanisms required to sustain it. The course continues with an overview of biological diversity and ends with a focus on the many important connections between food, human health, and environmental health. The second quarter begins by building a basic understanding of how ecosystems function -- including the interactions among living organisms (including humans) and between these living organisms and their environment. The course continues with focused discussions of issues related to the impact of biological diversity on infectious disease and medicine. The third quarter begins with a focus on the importance of biodiversity to biomedical research, especially related to model systems. It then reviews some of the current threats to biodiversity and concludes by exploring some possible solutions that can give hope for sustaining "life" in the future. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1260.

**BIOL 1262 Sustaining Life III (4 Credits)**

A three-quarter sequence for non-majors examining some important biological mechanisms that sustain life -- and "life" in general! Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world. The first quarter begins with a discussion of the defining characteristics of "life" and the basic mechanisms required to sustain it. The course continues with an overview of biological diversity and ends with a focus on the many important connections between food, human health, and environmental health. The second quarter begins by building a basic understanding of how ecosystems function -- including the interactions among living organisms (including humans) and between these living organisms and their environment. The course continues with focused discussions of issues related to the impact of biological diversity on infectious disease and medicine. The third quarter begins with a focus on the importance of biodiversity to biomedical research, especially related to model systems. It then reviews some of the current threats to biodiversity and concludes by exploring some possible solutions that can give hope for sustaining "life" in the future. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1261.

**BIOL 1270 Living in the Microbial World I (4 Credits)**

Students receive an introduction to the world of microbiology, the good, the bad and the ugly. With the help of the press and movie industry, most "human hosts" believe that microorganisms are to be feared, sterilized and/or destroyed. While this is true for a very small number of microbes, the majority is composed of essential and beneficial microorganisms that help the existence of all life on Earth. This first course in the sequence for non-majors is dedicated to raising the awareness of students to the value and need of our unseen partners. Laboratory included. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1271 Living in the Microbial World II (4 Credits)**

For such a small size, microorganisms can have a large impact on our human world. This second course in the sequence for non-majors brings a new perspective to students on the role microorganisms, and their associated diseases, have played in turning the tide of war victories, immigration of a country, world politics and more. We tend to believe that humans alone can control their world but sometimes the mightiest of all are our unseen partners. Laboratory included. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1270.

**BIOL 1272 Living in the Microbial World III (4 Credits)**

In this last course in the sequence for non-majors, students are given an opportunity to challenge their beliefs and understandings of how life came to exist on Earth and the perspective of how humans are the most evolutionarily advanced. Students are guided through time on Earth and examine the development of life and the constant contribution of their unseen partners. Laboratory included. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1271.

**BIOL 1988 Study Abroad Resident Credit (0-18 Credits)****BIOL 1990 Independent Study (1-5 Credits)****BIOL 2010 General Ecology (4 Credits)**

Topics in ecosystems, population and community ecology, as well as behavioral ecology. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1011 and BIOL 1010. Co-requisite: BIOL 2011.

**BIOL 2011 General Ecology Lab (1 Credit)**

Exercise and experimentation to compliment the lecture. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 2010, and Prerequisite: BIOL 1021 with a minimum grade of D-.

**BIOL 2055 Ways of Seeing and Sensing in Biological Systems at Kennedy Mountain Campus (4 Credits)**

Ways of Seeing and Sensing represents a new collaboration between the departments of Biological Sciences, Physics & Astronomy, and Media, Film & Journalism Studies at DU's Kennedy Mountain Campus (KMC). As part of this course, students will collaborate as part of multidisciplinary teams; to compile and apply new content knowledge in biology/ecology, film-making, science communication and story-telling in a project-based curriculum unique to the KMC. The class is a place-based exercise revolving around the idea that what we know about our surroundings depends on how we "see" or "sense." We will examine various aspects of natural systems specific to the Kennedy Mountain Campus (KMC) using both micro and macro approaches to "seeing" through a variety of technologies, including microscopes, trail cameras, photo and video cameras, night vision glasses, and telescopes. To further develop the concept of "sensing," we will explore the soundscapes of the KMC as well as the ways plants and animals in this ecosystem sense their surroundings. We will also explore the KMC using human senses other than sight to navigate the nighttime environment. Students will work in teams of 3-4 to develop and produce documentary stories unique to the ecology and astronomy of the KMC. Students choosing to participate for credit in Biological Sciences will complete additional reading and assignments focusing on the various ways that biological systems (from cells, to organisms, to communities) sense and respond to changes in their environment, including light, heat, sound, chemical cues, and physical forces such as electricity and gravity. This course will meet together with PHYS 2050 and MFJS 2050 courses, which each have different prerequisites and discipline-specific assignments. Prerequisites: BIOL 1010 and BIOL 1011.

**BIOL 2090 Biostatistics (4 Credits)**

Statistics in biological research. Computer-aided statistical analysis and hypothesis testing focusing on experiments and data unique to the biological sciences. Cross listed with BIOL 4090.

**BIOL 2120 Cell Structure and Function (4 Credits)**

Chemical composition of cells; structure and function of cell organelles; interrelationship of cellular unit with its environment; mechanisms of energy conversion within cells; functions of excitability, contractility and cell growth. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1011. Corequisites: BIOL 2121 lab section and CHEM 1010.

**BIOL 2121 Cell Structure & Function Lab (1 Credit)**

Exercises and experimentation to complement lecture material. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 2120.

**BIOL 2320 Andean Landscapes (4 Credits)**

This course introduces students to the landscapes, biodiversity, societies, and human-environment interactions in the Andes of Peru through an intensive and immersive field study and travel experience. This field intensive class equals 4 academic credits and occurs during winter interterm. Over a period of 11 days we will visit the cities and surroundings of Lima, Arequipa, and Cusco, Peru where we will examine and compare geography, cultures, history, archaeology, ecology, biodiversity, and sustainability issues. The Andean environment offers unique challenges for environment and societies and by understanding the locations and patterns of human activity in the Andes, students can better appreciate the circumstances affecting individuals and countries other than our own. Through observations, lectures, discussions, readings, assignments and immersion, the course will stress the development of in situ critical thinking skills and the promotion of cultural diversity and global awareness. This course counts toward the sustainability minor and the intercultural global studies minor. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 1011.

**BIOL 2510 General Genetics (4 Credits)**

Mechanisms of heredity with application to all forms of life. Topics include classical genetics (mendelian inheritance, meiosis, epistasis, recombination gene mapping, chromosomal mutations) and an introduction to modern molecular genetics (DNA structure and function, gene expression and regulation). This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: BIOL 1010 & 1010, BIOL 1011. Recommended prerequisite: BIOL 2120. Corequisite: BIOL 2511.

**BIOL 2511 General Genetics Lab (1 Credit)**

The laboratory component of BIOL 2510. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. COREQUISITES: BIOL 2510 PREREQUISITES: BIOL 1020 AND BIOL 1021 RECOMMENDED PREREQUISITES: BIOL 2121.

**BIOL 2825 Biogeographies of Conservation in Serengeti & Zanzibar (4 Credits)**

This course introduces students to the landscapes, biodiversity, societies, and human-environment interactions in mainland Tanzania and the island of Zanzibar through an intensive and immersive field study and travel experience. This field intensive class equals 4 academic credits. Over a period of 9 days we will visit the greater Serengeti ecosystem and Tanzania where we will examine and compare geography, cultures, history, archaeology, ecology, biodiversity, and sustainability issues. The environment in this part of East Africa offers unique challenges for wildlife and societies. By understanding the locations and patterns of human and animal activity there, students can better appreciate the circumstances affecting individuals and countries other than our own. Through observations, lectures, discussions, readings, assignments and immersion, the course will stress the development of in-situ critical thinking skills and the promotion of environmental sustainability, cultural diversity and global awareness. Fulfills biology, geography, environmental science, sustainability minor, and intercultural global studies minor requirements. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 1011.

**BIOL 2988 Study Abroad Resident Credit (0-18 Credits)****BIOL 3005 Science Communication (4 Credits)**

Science communication has shaped, and continues to shape, the world in which we live (e.g., why you wash your hands, why we don't feed bears in U.S. national parks anymore, and why some students imagine themselves becoming scientists or not). Sharing how science is conducted and how new knowledge is generated through the scientific method also plays a critical role in our future: creating engaged citizens, shaping the next generation of scientists, increasing diversity and diverse perspectives in the sciences, informing policy-makers and lawyers, combatting misconceptions, increasing trust of scientists, and guiding our own individual behaviors. But, like any other complex skillset, science communication takes practice. This course provides students with a range of resources and skills for effective, ethical, and evidence-based communication of complex socio-scientific issues. It provides a supportive environment in which students will practice and refine their science communication through peer feedback and engagement with real audiences. The focus is on cultivating practical communication skills, with emphasis on effective speaking, writing and exhibition of scientific topics with the variety of audiences students will encounter in their future careers. Course readings, activities, and final projects also examine how identity shapes both the science we do and the lenses we and other stakeholders bring to communication tasks. The course is hybrid, highly interactive, and writing-intensive. This course is restricted to Junior or Senior Standing UG majoring in the College of Natural Sciences and Mathematics.

**BIOL 3010 Evolution (4 Credits)**

Evolution is the central concept in biology. This course examines the foundations of evolutionary theory. We will cover the history of life on earth, the genetic basis for evolution, evolutionary processes (natural and sexual selection), the origin of species, and medical applications of evolutionary theory. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 1010 and BIOL 1011.

**BIOL 3025 Science and the Law (2,4 Credits)**

This course will focus on the intersection of science and US law. Four major areas of focus that will be covered are the admissibility of expert witnesses / scientific evidence in court; how advances in forensic genetics and national DNA databases raise legal issues pertaining to expectations of privacy and the standards for reaching a verdict; the impact of US Supreme Court opinions on the patenting of genes used as diagnostic markers for human disease and the legal landscape surrounding issues of evolution and creationism/intelligent design. Students will then explore how the law impacts their own areas of scientific interest. The goal of this course is to increase our understanding as scientists of how advances in science impact and are impacted by the US judicial system. PREREQUISITES: BIOL 1010 AND BIOL 1011.

**BIOL 3035 Invasive Species Ecology (4 Credits)**

This course investigates those plants and animal species that have dramatically expanded their ranges and cause ecological harm. Topics covered include the mechanisms of ecological impacts across the globe, how invasive species are used to test basic ecological theory, the application of this research for managing real species, and related issues such as the debate within the scientific community about the term "invasive." We use a case-study approach, and students have the opportunity to go into the field as a class to observe the real invasions and learn sampling methods.

**BIOL 3044 Coral Reef Ecology (3 Credits)**

Ecology of coral reefs; organization and distribution of reefs; review of reef organisms and their interactions with each other and their physical environment; threats to coral reef conservation. This course counts as a category elective for Ecology and Biodiversity majors. Prerequisite: (BIOL 2010 or BIOL 2050) OR (GEOG 1201, GEOG 1202, and GEOG 1203).

**BIOL 3045 Coral Reef Ecology Lab (1 Credit)**

Ecology of coral reefs laboratory to supplement lecture material; travel to the Caribbean over spring break to observe coral reefs firsthand; introduction to research methods. SCUBA certification and permission of instructor required. A travel and dive fee is associated with this course.

**BIOL 3055 Ecology of the Rockies (4 Credits)**

A week in residence at the Mt. Evans Field Station prior to the start of fall quarter includes field projects dealing with ecology and environmental issues. On campus classes involve data analysis and interpretation and formal scientific communication. Themes include terrestrial and aquatic ecosystems, taxonomic groups ranging from conifer stands to aquatic insects and mountain goats. Lab fee associated with this course. Prerequisite: BIOL 2010 or permission of instructor.

**BIOL 3070 Ecological Field Methods (4 Credits)**

Series of field exercises for students to learn principles and procedures of field methodology, data analysis and technical writing in ecology; problems drawn from population, community and ecosystem ecology. Lab fee associated with this course. Prerequisite: BIOL 2010.

**BIOL 3074 Forest Ecology (4 Credits)**

This course provides an overview of the distribution, structure, function, and dynamics of forest ecosystems. Topics include: paleoecology, ecophysiology, disturbance, succession, community analysis, forest hydrology, primary productivity, and nutrient cycling. Throughout, we maintain an emphasis on the scientific process and how it is used to study the controls on the distribution and abundance of organisms.

**BIOL 3085 Insect Ecology (4 Credits)**

A general introduction to insect biology and the science of entomology. Arthropods are the most diverse group of animals on Earth and insects account for more than half of all known living organisms. This course explores the biodiversity of insects on Earth, insect morphology and physiology. The evolutionary history and taxonomy of key orders of insects is emphasized as well as the importance of insects to our everyday lives. This course counts as a category elective for Ecology and Biodiversity majors. Prerequisites: BIOL 1010, BIOL 1011, and BIOL 2010.

**BIOL 3090 Microbial Ecology (4 Credits)**

Interactions among microorganisms and their environment. Impact of ecological principles on microbial diseases, pollutant degradation, nutrient cycles and global change. Prerequisites: BIOL 1010, BIOL 1020, AND BIOL 2510.

**BIOL 3095 Global Change Ecology (4 Credits)**

Over the past century, the mean surface temperature of our planet has increased slightly less than 1°C. While this may seem like a small increment, this change is already profoundly affecting Earth's organisms and ecological communities, and predictions for the impacts of continued change range from severe to catastrophic. Humans are also changing the environment through alteration of nutrient and water regimes. Topics include cause of climate change, comparison to past climatic change, human contribution to change and effect on organisms, communities and ecosystems. Prerequisites: BIOL 1010, BIOL 1011, AND BIOL 2010. RECOMMENDED PREREQUISITES/COREQUISITES: BIOL 2090.

**BIOL 3110 Special Topics: Biology (1-5 Credits)**

Topics of special interest to teaching/research faculty of department presented as needed to complement and expand existing curriculum. May be repeated for credit. PREREQUISITES: BIOL 1010.

**BIOL 3120 General Microbiology (4 Credits)**

Fundamental principles of microorganisms in the world and in disease; role of bacteria in biological phenomena. Includes laboratory. Lab fee associated with this course. Counts as a category elective for Ecology and Biodiversity majors. Prerequisite: BIOL 2120.

**BIOL 3145 Cellular and Molecular Biology of Cancer (4 Credits)**

This course examines the mechanisms that underlie the development and progression of cancer. The cellular and molecular events that drive uncontrolled cell proliferation and eventual metastasis of tumors are discussed. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2120.

**BIOL 3150 Intracellular Dynamics (4 Credits)**

Focuses on spatial and temporal control of intracellular processes with an emphasis on neuronal and endocrine cells. Topics include vesicular traffic, protein targeting, dynamics and spatial organization of signaling complexes. Emphasis on modern techniques of cell and molecular biology with examples from primary literature. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2120.

**BIOL 3160 Biophysics: Ion Channels & Disease (4 Credits)**

Examines ion channel structure and function and the ways in which this information provides insight into human disease. The focus is on the use of biophysical techniques in combination with molecular and genetic analysis of channel genes. General Physics recommended. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2120.

**BIOL 3230 Nutrition (3 Credits)**

Investigation of metabolism, all nutrients and various applications of nutrition to sports and healthy living. Prerequisite: BIOL 3250.

**BIOL 3241 Anatomy and Physiology of the Skeletal, Nervous and Muscular systems (0-5 Credits)**

This course is designed to introduce students to the fundamental concepts, content and scientific bases of Skeletal, Muscular, and Nervous system anatomy and physiology at both macroscopic and microscopic levels. The course consists of both lecture and laboratory sessions each week and requires attendance and participation in both. The course will utilize diverse resources, exercises, and activities to engage you in the learning process, including, text, video, animations, models, dissections, inquiry-based learning, and a variety of assessments. Please note that the lab portion of this course does require dissection. Prerequisites: BIOL 2120.

**BIOL 3242 Human Anatomy and Physiology - Systems of homeostasis (0-5 Credits)**

This course is designed to introduce students to the fundamental concepts, content and scientific bases of Cardiovascular, Respiratory, Urinary, Digestive, Immune and Reproductive system anatomy and physiology at both macroscopic and microscopic levels. The course consists of both lecture and laboratory sessions each week and requires attendance and participation in both. The course will utilize diverse resources, exercises, and activities to engage you in the learning process, including, text, video, animations, models, dissections, inquiry-based learning, and a variety of assessments. Please note that the lab portion of this course does require dissection. Prerequisites: BIOL 2120.

**BIOL 3251 Exercise Physiology (4 Credits)**

This course will cover exercise physiology topics included but not limited to: energy systems, physiological response to exercise/training, and exercise programming. A strong background in human physiology is recommended. This course counts as a category elective for the Physiology in Health and Disease major. Prerequisite: BIOL 1010.

**BIOL 3252 High Altitude Physiology (4 Credits)**

This course is an advanced course in physiology for those interested in both the impacts of altitude exposure on health and athletic performance. We live at altitude in Denver, and in fact there are many factors affecting our bodies (which we may or may not realize) that impact our daily lives. This course aims to provide insight on the acute and chronic physiological responses of altitude as well as to provide a deeper understanding into the use of hypoxic environments for improving health and benefiting athletic performance. We will explore the physiological mechanisms related to these reduced oxygen environments as well as develop projects that contribute to the understanding of using this environment as a stimulus. This course counts as a category elective for the Physiology in Health and Disease major. Prerequisite: BIOL 3242.

**BIOL 3253 Environmental Physiology of Animals (4 Credits)**

By studying species across the animal kingdom, we will learn about the vast array of physiological strategies that have evolved to help animals maintain homeostasis in the face of varied environmental challenges. We will cover foundational principals of animal physiological ecology and evolution, as well as new and exciting discoveries through weekly discussions of primary literature. We will focus primary literature discussions on "extreme environments," as Earth's harshest landscapes provide exciting and powerful examples of adaptations of physiological systems. This course will be delivered through a combination of lectures, active learning assignments, readings from the scientific literature, and group discussions. By the end of this course, you will develop a new perspective on the ecological and evolutionary factors that shape physiological similarities and differences among the animals of our planet (including humans). This course counts as a category elective for the Ecology and Biodiversity major and Physiology in Health and Disease major. Prerequisites: BIOL 1010 and BIOL 1011.

**BIOL 3254 Advanced Cardiovascular and Pulmonary Physiology (4 Credits)**

This course provides a deeper level of physiological knowledge of the cardiac, vascular, circulatory, and pulmonary systems and their functions. With both lecture materials as well as in-class discussion of concepts and research articles, we will go deep into the basic levels of composition and function and facilitate the understanding of mechanisms that limit disease populations, elderly, etc. How can we adapt our lifestyles to improve our cardiovascular health? Prerequisite: BIOL 2120 or BIOL 3242.

**BIOL 3256 Advanced Human Anatomy & Physiology (0-5 Credits)**

This one quarter course is intended for advanced biology and physiology majors with an interest in the anatomical structure and physiological functioning of body systems. This course builds upon the Human Anatomy and Human Physiology courses that are prerequisites. This advanced course will explore in greater depth understanding mechanisms of action of major body systems and elaborate on the relationship between structure and function. In addition to didactic content, students will complete evaluation of primary literature and design laboratory experiments to test hypotheses of interest. The course will utilize diverse resources, exercises, and activities in the learning process including text, video, animations, models, dissections, inquiry-based learning, experimentation and a variety of assessments. The course consists of both lecture and laboratory sessions each week and requires attendance and participation in both. Please note that the lab portion of this course requires dissection. This course counts as a category elective for the Physiology in Health and Disease major. Prerequisites: BIOL 3241 and BIOL 3242.

**BIOL 3257 Clinical Exercise Physiology (5 Credits)**

This is an upper-level course in clinical physiology for those interested in understanding fundamental practices and assessments within clinical settings. We will work to combine knowledge from various backgrounds in physiology and tie theoretical and practical concepts together for assessing body function and developing methods for improving health and performance. We will relate daily experiences with class content to deepen our knowledge and retain this information for future reference. We will connect the physiological concepts related to the cardiovascular, respiratory, muscle systems as well as develop projects that require combining knowledge of the assessment skills and evaluation for clear communication and exercise prescription to special populations. Prerequisite BIOL2120 or BIOL 3242.

**BIOL 3258 Research Techniques in Exercise Physiology (4 Credits)**

This upper-level course is designed to give you exposure to several methods of research within the area of exercise physiology. This is a hands-on course that combines theory and literature with practical research experiences in physiology. For those interested in understanding more about research, this is the course for you as we will perform data collection and analysis of differing topics. These may include the following topics: pulse and tissue oxygenation, signaling (heart rate variability, oxygen kinetics), respiratory loops, Doppler ultrasound (blood flow and tissue structure), etc. Our aims will focus on understanding how and why the method works, how to collect data, as well as the analysis and reporting of variables for proper interpretation.

**BIOL 3259 Electrocardiogram Interpretation (2 Credits)**

This course is an advanced course in cardiac physiology for those interested in understanding principles associated with cardiac function, electrical physiology of the heart, and interpretation of the electrocardiogram. This is applicable for several pre-med career paths especially within clinical settings. As the functions related to our heart drive our cardiovascular system, we will find ways to relate our experiences of daily life to the concepts and principles learned throughout this course to deepen our knowledge and retain this information. We will explore the physiological mechanisms related to the cardiac system as well as develop projects that require combining knowledge of the electrical pathways and of use of electrocardiography for proper interpretation. Prerequisite: BIOL 2120, BIOL 3241, BIOL 3242, or equivalent.

**BIOL 3260 Nutritional Physiology (4 Credits)**

This course is designed to introduce the fundamental concepts, content and scientific bases of nutritional physiology at the levels. This course will examine the scientific structure and properties of carbohydrates, proteins and lipids as the major macronutrients required for human health. In addition, it includes exploration of the digestion, absorption and metabolism of both macronutrients and micronutrients. The course will utilize diverse resources, exercises, and activities in the learning process including text, video, animations, inquiry-based learning, experimentation and a variety of assessments. Prerequisite: BIOL 2120.



**BIOL 3261 Exercise Testing and Prescription (4 Credits)**

The purpose of this upper-level course is to develop knowledge combined with hands-on skills for integration of exercise testing and prescription concepts. Material in this course will be applicable for performance as well as clinical considerations. This is an active course which will require your participation as both the subject and technician, giving perspective and understanding of methods and protocols along with their justification for various purposes. Recommended prerequisite course: Clinical Exercise Physiology.

**BIOL 3280 Intro to Pathophysiology (4 Credits)**

This course is designed as an introduction of the mechanisms and consequences of disease based on physiological dysfunction in the major organ systems. The course will focus on the fundamental concepts and processes of human pathophysiology through exploration of the unique physiological roles of several body systems, how these systems have important integrative relationships that underlie the overall physiological functioning of healthy humans, and how system function is altered in disease and the clinical manifestations of these changes. This course counts as a category elective for the Physiology in Health and Disease major. Prerequisite: BIOL 2120. A course in human physiology is recommended.

**BIOL 3350 Conservation Biology (5 Credits)**

Conservation Biology is the study of documenting the earth's biodiversity, its threats, and how it may be protected. It is a multidisciplinary science within ecology with contributions from environmental chemistry, geography, sociology, and political science, among other fields. In this class students learn the language of conservation biology, the methods used by conservation biologists, and the nuances of current issues. In class, material is learned through both lecture and interactive exercises in the classroom portion, with hands-on practice in techniques and applications during the lab. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 2010.

**BIOL 3410 Animal Behavior (4 Credits)**

This class examines animal behavior from an evolutionary and ecological perspective. The course provides the background needed to understand behavioral evolution, including a focus on the inheritance of behavior, natural selection, sexual selection, and kin selection. This class studies the evolution of a variety of behaviors, including communication and displays, mate choice, parental care, cooperation, mating systems, social behavior, habitat selection, foraging, and anti-predator behavior. The emphasis is on theoretical principles, design of experiments, and interpretation of data. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisites: BIOL 1010 and BIOL 1011, and BIOL 2010. Recommended Prerequisite: BIOL 2090.

**BIOL 3560 Molecular Biology Laboratory (4 Credits)**

Laboratory based course that covers techniques in gene excision, cloning and reinsertion and gene sequencing. Lab fee associated with this course. Prerequisite: BIOL 2510, or permission of instructor.

**BIOL 3570 Proteins in Biological Systems (4 Credits)**

Proteins considered in their biological setting; protein synthesis and degradation; survey of protein functions in vivo; introduction to protein biotechnology. This course counts as a category elective for the Molecular Biology major. Prerequisites: BIOL 2120.

**BIOL 3610 Developmental Biology (4 Credits)**

Processes and mechanisms of development, exemplified by higher animal embryogenesis, with consideration of microbial model systems. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2120 and 2510.

**BIOL 3615 Blood Vessel Development and Disease (4 Credits)**

This course details the underlying biological programs during blood vessel development and mechanisms that lead to vascular pathologies. The class will incorporate aspects embryology, signaling transduction, and genetics as well as current techniques in developmental biology to comprehensively cover how blood vessels are formed embryonically. Additionally, we will discuss in detail how defects in blood vessel-related signaling programs later manifest into disease. Prerequisite for this course is Cell Structure and Function (BIOL2120/2121).

**BIOL 3630 Cell Biology of Development (4 Credits)**

Every organism has a stereotypical shape, but how does this shape arise? This course examines the cellular and molecular mechanisms that direct the forming of body and tissue shape. This course counts a category elective for the Molecular Biology major. Prerequisite: BIOL 2120.

**BIOL 3640 Introductory Neurobiology (4 Credits)**

Organization and function of vertebrate central nervous system; nature of action potential, biochemistry of neurotransmitters, neuropeptides, functional anatomy of nervous system, phylogeny of nervous system. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2120.

**BIOL 3641 Systems Neuroscience (4 Credits)**

Structure and function of the brain and spinal cord, emphasis on functional systems including sensory perception, motor control and consciousness. This course counts as a category elective for the Cognitive Neuroscience concentration. Prerequisite: BIOL 3640 or 3241.

**BIOL 3642 Neuropharmacology (4 Credits)**

How psychoactive drugs exert their effects on the nervous system; drugs of abuse and drugs used in the treatment of psychotic and neurodegenerative disorders. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2120. Recommended prerequisites: BIOL 3640.

**BIOL 3644 Neuromuscular Pathophysiology (4 Credits)**

Cellular and molecular basis for normal nerve and muscle functions and the alteration of these functions by toxins, trauma and diseases of the brain, nerves and muscles; how specific insults produce clinical symptoms and pathology. Prerequisite: BIOL 2120.



**BIOL 3646 Seminar: Cognitive Neuroscience (2 Credits)**

This seminar is the capstone course for the neuroscience portion of the cognitive neuroscience program. Seminar topics include but are not limited to neurological disorders, model systems in neuroscience and sensory systems.

**BIOL 3647 Neuroscience of Movement (4 Credits)**

Producing the vast array of movements that humans (and many animals) use everyday represents one of the body's greatest challenges and greatest successes. These various movements require that the nervous, muscular, and skeletal systems work in concert to achieve a common goal. This course will explore the scientific basis of movement production, with particular emphasis on the neuroscience of motor control. We will explore how the nervous system drives the development of movement strategies at an early age, modifies movement strategies to adapt to changing demands throughout life, and how injury, dysfunction, and/or aging can lead to movement challenges. This course counts as a category elective for the Physiology in Health and Disease major and Cognitive Neuroscience concentration. Required prerequisite: Cell Structure & Function (BIOL 2120); Recommended prerequisite (1 or more of the following): Introduction to Neuroscience (BIOL 3640) or permission of instructor.

**BIOL 3648 Molecular Mechanisms of Neurological Disease (4 Credits)**

This course will be an in-depth study into some of the key molecular mechanisms involved in the pathogenesis of human neurological disease. A particular emphasis will be placed on the role of RNA regulation and metabolism. The primary focus will be on five devastating diseases: 1. Spinal Muscular Atrophy (SMA) 2. Fragile X Syndrome (FXS) and Fragile X Tremor Ataxia Syndrome (FXTAS) 3. Myotonic Dystrophy type 1 and 2 (DM1 and DM2) 4. Spinocerebellar Ataxia type 2 (SCA2) 5. Amyotrophic Lateral Sclerosis (ALS) and Frontotemporal Dementia (FTD) This course will cover a variety of topics including disease pathophysiology and pathogenesis. However, readings will be assigned from the recent primary literature discussing cellular and molecular mechanisms. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2510 Genetics.

**BIOL 3649 Neurodegeneration and Neurotrauma: Mechanisms and Therapeutics (4 Credits)**

Neurodegeneration and Neurotrauma: Mechanisms and Therapeutics covers the following disorders: Alzheimer's disease, Parkinson's disease, amyotrophic lateral sclerosis, Huntington's disease, spinocerebellar ataxia, Creutzfeldt-Jakob disease, multiple sclerosis, traumatic brain injury and spinal cord injury. Course literature includes primary journal articles and review papers describing the etiology and pathophysiological mechanisms of these disorders. Potential therapeutic approaches to treatment are also investigated. The course format typically includes a lecture reviewing the basic biology, symptoms, and current treatments for each disorder, followed by a thorough analysis of primary research papers focused on novel molecular mechanisms and new targets for therapeutic development. Grading is based on 3 exams throughout the academic quarter and participation in discussing journal articles in class. This course counts as a category elective for the Cognitive Neuroscience concentration. Prerequisite: BIOL 2120 Cell Structure and Function. Recommended: BIOL 3640 Introductory Neurobiology. For Graduate Students: an additional term paper is required with the exact topic to be agreed upon by the student and instructor.

**BIOL 3650 Endocrinology (4 Credits)**

Mechanisms of hormone action, evolution of vertebrate endocrine systems, analysis of function integration of hormonal responses in maintenance of homeostasis. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2120.

**BIOL 3651 Comparative Endocrinology (4 Credits)**

Intercellular communication systems are essential for the proper coordination of trillions of cells in multi-cellular animals. This course will evaluate the evolution of neuroendocrine networks in both invertebrates and vertebrates with a focus on how these neuroendocrine networks influence, growth, reproduction, osmoregulation, and metabolism. Prerequisite: BIOL 3650.

**BIOL 3656 Cellular Aspects of Diabetes and Obesity (4 Credits)**

This course focuses on specific cellular and molecular events key to the understanding of the pathological conditions of diabetes and obesity. Topics include the endocrine pancreas, adipose tissue and neuroendocrine control energy expenditure and feeding behavior. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2120.

**BIOL 3670 Molecular Immunology (4 Credits)**

The ability to distinguish self from non-self is crucial to all organisms. In humans Organs, cells and other higher animals, this task fall to the immune system. Suppression of this system is key to numerous pathogenic viruses including Ebola and human immunodeficiency virus. The failure to adequately regulate immune response underlies allergic reactions, arthritis and diabetes. This course will introduce students to the organs, cells and molecules that underlie mammalian immune response; immunogenetics and the fundamental mechanisms of cell mediated and humoral immune response; and the relationship of immune system to human disease. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2510.

**BIOL 3675 Virology (4 Credits)**

Viruses are the ultimate cell biologists. They usurp essential cellular components to create new virus progeny leading to pathological cellular physiology. This course will delve into the genetic and cellular principles that govern virus entry, replication, and assembly and cover a broad range of DNA and RNA-based virus families. This course counts as a category elective for the Molecular Biology major. Prerequisites: BIOL 2120 and BIOL 2510.

**BIOL 3690 Cellular Microbiology (4 Credits)**

The field of cellular microbiology broadly defines the interface between commensal or pathogenic microbes, prokaryotes or lower eukaryotes, and their host. The burgeoning field of cellular microbiology has seen an explosion of new knowledge related to the feedback regulation between commensal microbes and their hosts. Furthermore, our knowledge of virulence factors that promote host and pathogenic microbe niches has continued to expand. This topics course will build a medically relevant and coherent picture of the host-microbe interface on genetic, molecular, cellular, and organismal scales by surveying relevant literature that has uncovered interspecies communication and control pathways. This course counts as a category elective for the Molecular Biology major. Prerequisites: BIOL 2120 and BIOL 2510.

**BIOL 3700 Topics in Ecology (1-4 Credits)**

Topics vary; may include plant, animal, biochemical, alpine or aquatic; one topic per quarter. May be repeated for credit. Taught from original literature. Prerequisite: one quarter of undergraduate ecology and/or instructor's permission.

**BIOL 3701 Topics in Genetics (1-4 Credits)**

Topics vary; may include genetic methods, molecular genetics, human genetics, chromosomes or population genetics; one topic per quarter. May be repeated for credit. Taught from original literature. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2510 and/or instructor's permission.

**BIOL 3702 Advanced Topics in Regulatory Biology (1-4 Credits)**

Topics vary; may include endocrinology, physiology or immunology; one topic per quarter. May be repeated for credit. Taught from original literature. Prerequisite: varies with topic and instructor; instructor's permission usually required.

**BIOL 3703 Advanced Topics in Developmental Biology (1-4 Credits)**

Topics vary; may include gene expression in development, developmental immunogenetics, developmental biochemistry or aging; one topic per quarter. May be repeated for credit. Taught from original literature. This course counts as a category elective for the Molecular Biology major. Prerequisite: instructor's permission.

**BIOL 3704 Advanced Topics in Cell Biology (1-4 Credits)**

Topics vary; may include supramolecular structure, microscopy, membranes and techniques. May be repeated for credit. Taught from original literature. This course counts as a category elective for the Molecular Biology major. Prerequisites: BIOL 2120.

**BIOL 3705 Advanced Topics in Molecular Biology (1-4 Credits)**

Topics vary, but may include biochemistry, supramolecular structure and function, molecular genetics, membrane biology. May be taken more than once for credit. Taught from original literature. This course counts as a category elective for the Molecular Biology major. Prerequisite: varies with course and instructor; instructor's permission usually required.

**BIOL 3706 Topics in Evolution (1-4 Credits)**

Topics vary, but may include molecular evolution, plant evolution and animal evolution. Prerequisite: BIOL 2120 and BIOL 2510.

**BIOL 3707 Advanced Topics in Conservation Biology (1-4 Credits)****BIOL 3708 Topics in Integrative Physiology (2-4 Credits)**

Topics for this course include, but are not limited to, human physiology and disease, integrative physiology, environmental or social impacts on human physiology and health, and comparative physiology. Students will gain knowledge of a specific topic in physiology and/or pathophysiology through discussion of current literature and research. May be repeated for credit. Prerequisite: BIOL 2120.

**BIOL 3800 Human Molecular Biology (4 Credits)**

Medical Genetics is the 24th member of the American Board of Medical Specialties. This course will introduce students to the fundamentals of molecular biology with an emphasis on understanding of how the field is applied in the context of medical diagnostics, personalized/precision medicine and other commercial applications. Students will be introduced to published research reports and provided with opportunities to critically examine the application of molecular biology to central questions in such areas as oncology, inherited diseases and genetically engineered organisms. Prerequisite: BIOL 2510.

**BIOL 3850 Genetic Engineering (4 Credits)**

This course will cover principles in gene manipulation and its application in research, medicine and industry. More specifically, this course will explain emerging technologies in genetic engineering and its practical and ethical implications. Topics will incorporate historical and emerging aspects of developmental biology, chemistry, and genetics as well as current techniques in genetic manipulation that are related to genomic editing. Additionally, students will be trained to interface with genomic databases and employ DNA sequence editing software to manipulate DNA sequences to achieve novel cloned products. This course counts as a category elective for the Molecular Biology major. Prerequisite for this course is Genetics BIOL 2510.

**BIOL 3855 Genetic Model Organisms in Health & Disease (4 Credits)**

This course is focused on how basic science studies using genetic model organisms have had a major impact on human health and disease in addition to helping us understand fundamental aspects of biology. We will cover clinically relevant recent advances from bacterial studies (i.e. CRISPR/Cas9-mediated genome editing) to how studies in fruit flies revealed insights into immune disease. Students will gain a better appreciation for why researchers using model organisms were awarded Nobel prizes as well as why major medical funding organizations like the National Institutes of Health, American Cancer Society, and American Heart Association support research using non-human systems. This course will prepare students to understand health-relevant research from varied model systems. Students will learn practical aspects for determining which model systems are best suited to answer which types of questions. They will also practice designing experiments and defending their importance in grant abstract-style essays. Prerequisites: BIOL 2120 and BIOL 2510.

**BIOL 3910 Viruses & Infectious Human Diseases (4 Credits)**

From sexually transmitted viruses to bacterial pneumonia, infectious pathogens are the number one threat to human health. This course will introduce students to prions, viruses and bacterial pathogens with an emphasis on those commonly encountered in clinical medical practice. Through the use of technical/scientific research journals students will be encouraged to investigate the etiology, pathogenesis and treatment of human infectious disease with an emphasis on the clinical, molecular diagnostic and therapeutic aspects of the disease. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2510. Recommended prerequisite: BIOL 3800.

**BIOL 3920 Forensic Pathology (2-4 Credits)**

In its broadest definition, forensic science represents a fusion of the natural sciences, criminology and jurisprudence. The field of forensic pathology in particular focuses on the investigation of sudden, unnatural, unexplained or violent deaths. Using the most authoritative books available and a multimedia lecture format, students in this course gain an introductory understanding of the pathophysiology of wounding and death as well as the clinical antemortem symptomology of physical abuse, neglect and extrajudicial wounding. Students also learn about the processes responsible for the decomposition of corpses as well as the use of molecular and geometric tools for the reconstruction of crime scenes from bloodstain evidence. Finally, students learn how to integrate a variety of forensic tools in investigations of sexual assault, serial killers, traffic fatalities and mass deaths. Prerequisite: BIOL 2120 or permission of instructor.

**BIOL 3950 Undergraduate Research (1-10 Credits)**

Participation in faculty research programs by agreement between student and faculty member. Maximum of 5 quarter hours of BIOL 3950 and/or BIOL 3991 may be applied to the 45-quarter-hour requirement for a major in biological sciences.

**BIOL 3988 Study Abroad Resident Credit (0-18 Credits)****BIOL 3991 Independent Study (1-10 Credits)**

Topic in biology studied under faculty supervision. Student's responsibility to identify faculty supervisor before registering for class. Maximum of 5 quarter hours of BIOL 3991 and/or BIOL 3950 may be applied toward the 45-quarter-hour requirement for a major in biological sciences.

**BIOL 3995 Independent Research (1-10 Credits)**

## Health Sciences (HLTH)

**HLTH 2000 Science of Human Health (4 Credits)**

This keystone course focuses on individual, community and population health. Students will be introduced to topics including health & wellness through the lifespan, population and public health, health promotion and education, and social determinants of health and health equity. This course will provide students not only the insight about the scientific basis, but also the social and cultural contexts of human health and health care. Students will gain an understanding about how behavioral health and social factors affect human biology and health. In addition, students will learn to effectively employ the critical skills and competencies necessary for understanding and evaluating human health and health care, as well as to effectively identify and learn to contribute to evidence-based health care.

**HLTH 2010 Health Systems Science (4 Credits)**

This keystone course will provide knowledge about how education, policy and healthcare delivery function within health care systems. Students will be introduced to topics including healthcare delivery systems and management, health policy and economics, and health informatics and technology. Students will gain an understanding about the healthcare delivery organizations and systems in the United States, contributions of government and public policy to health care, and the economics that drive healthcare systems. These content areas will be presented within the themes of the 3 pillars of health equity: access to health care, quality of care, and health outcomes. Students will gain an appreciation of a perspective from the patient experience in the healthcare system. Furthermore, this course will challenge students to effectively identify and critically consider the interactions and conflicts between these entities.

**HLTH 2200 Medical Terminology: Fundamentals and Applications (4 Credits)**

This course presents fundamentals and applications of medical terminology. This review and application of human anatomy and physiology is suitable for students who have completed some introductory biology and who are working toward a career in medicine or for whom communication with healthcare providers is essential. Students study basic anatomy and physiology at a level that is intermediate between introductory and advanced courses, discover the medical history behind medical terminology, analyze medical case studies, and work to develop skills for clear and concise articulation of the basic concepts of anatomy and physiology behind medical diagnosis and treatment. This mastery of medical terminology helps to build a strong foundation for advanced coursework in anatomy and physiology. Prerequisites: BIOL 1010 and 1011, or BIOL 1222, or BIOL 1262.

**HLTH 2210 Health Education and Promotion (4 Credits)**

This course will provide students foundational knowledge about how to deliver health education and promote healthy behaviors to community. Students will focus on integrating evidence-based research into instructional strategies including preparing culturally sensitive presentations, leading difficult conversations, and activities to reinforce healthy behaviors. This course includes a weekly service-learning activity, where students will present approved workshops to youth on topics such as: mental health, sexual health, healthy behaviors and harm prevention, and accessing health care. The content delivered to youth aligns with the National Health Education Standards. Prerequisites: HLTH 2000 or HLTH 2010.

**HLTH 3000 Seminar in Health Science (1-2 Credits)**

This seminar is the capstone course for the Human Health Science & Systems program. This class will focus on the current understanding of several topics in human health. Emphasis will be on critical reading and discussion of current scientific literature related to human health and health care. Students will learn to recognize and appreciate different approaches and methods of health-related research. Students will utilize and integrate knowledge from previous courses to understand to present effective discussions on current topics in health. For students' continued development of strong oral communication skills, student presentations of primary literature will generate the basis of discussion. Prerequisites: HLTH 2000 and 2010.

**HLTH 3155 Leadership in Health (1 Credit)**

This course addresses the basic leadership skills necessary to succeed in the dynamic professional environment of health science and healthcare. Topics covered include individual and team leadership strategies and professional skills related to communication, management, strategic planning, implementation of change, negotiation, conflict resolution, and team building. Students will determine leadership strengths and weaknesses and learn to adapt their leadership approach to meet specific situations and challenges. Students will strengthen their leadership practices through a series of lectures, case studies, guided interactions and group exercises. Prerequisites: HLTH 2000 and 2010.

**HLTH 3600 Cultural Responsiveness in Health Care (2 Credits)**

To contribute to reducing health inequities and improving health outcomes, this course will promote an improved understanding and responsiveness to the realities of social and structural impacts that influence the health of an individual or community. Topics will include health care delivery and access, political economy of health care, implicit biases, professionalism, relational leadership, dealing with patients in difficult situations, and health equity. The course will help students learn to provide more informed and effective care and promote a more culturally sensitive and responsive future workforce in healthcare, while also serving community needs. Prerequisite: HLTH 2000 or equivalent.

**HLTH 3700 Topics in Health (1-4 Credits)**

Topics in the area of, but are not limited to, human health and disease, environmental or social impacts on health, healthcare delivery, evidence-based medicine. Students will gain knowledge of a specific topic in human health and/or health care through discussion of current literature and research. May be repeated for credit. Prerequisites: HLTH 2000 or 2010.

**HLTH 3870 Medical Ethics (4 Credits)**

This course will present knowledge and discussion of ethical issues that arise from advances in the biomedical sciences and medicine. Several specific ethical issues and policies related to methodologies and procedures, emerging medical technologies, treatment decisions, doctor-patient relationship, informed consent, medical experimentation/clinical research, and health care reform. The overall objective of this course is to enhance awareness and critical thinking skills for future science professionals who are able to express their views in a culturally-responsive manner and listen to and appreciate others' perspectives. This course will focus on discussions, case studies, and projects. Prerequisites: BIOL 2120, or HLTH 2000.

**HLTH 3991 Independent Study in Human Health Science and Systems (1-4 Credits)**

In this course, students can engage in independent study focused on a topic in human health science and/or human health system science under faculty supervision. The independent study in Human Health Science and Systems provides individualized opportunities to gain knowledge on a specific health topic of interest to the student. This course complements the student's didactic coursework in established health topics and provides an opportunity for students to delve deeper into a specific health-related topic. The student is responsible for identifying a faculty supervisor before registering for class. Maximum of 5 quarter hours of HLTH 3991 and/or HLTH 3993 and/or HLTH 3995 may be applied toward the 20-quarter-hour requirement for a minor in Human Health Science & Systems. Prerequisites: HLTH 2000 or HLTH 2010.

**HLTH 3993 Internship in Human Health Science & Systems (0-4 Credits)**

An internship is the opportunity to engage in a unique educational experience outside of the didactic setting of the classroom. This course includes a structured practical and productive internship experience that allows for the integration and application of coursework in a professional setting. The internship can be administrative, clinical, programmatic, or research focused. The internship must be a new experience for the student. If the proposed internship is within same setting as previous experience, the internship activities must be clearly different from past experiences. The course credit is variable (1-5 credits) depending on the rigor and time commitment required to complete the internship. Prerequisites: HLTH 2000 or 2010.

**HLTH 3995 Independent Research in Human Health Science and Systems (1-4 Credits)**

Independent research is an opportunity for students to be engaged in research within the fields of human health science or health systems studied under the guidance of a faculty member. This course complements the student's didactic coursework in established health topics and provides an opportunity for students to engage in focused research on health-related question. research. Students will effectively employ the critical research skills and competencies necessary critique and understand current literature, identify gaps in current knowledge, and understand and employ appropriate research approaches and methods for addressing the health-related research question. The student is responsible for identifying a faculty supervisor before registering for class. Maximum of 5 quarter hours of HLTH 3991 and/or HLTH 3993 and/or HLTH 3995 may be applied toward the 20-quarter-hour requirement for a minor in Human Health Science & Systems. Prerequisites: HLTH 2000 or 2010.

## Black Studies

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This interdisciplinary undergraduate minor, housed in the College of Arts, Humanities, and Social Sciences (CAHSS), provides students with in depth and substantive exposure to the historical, cultural, political, economic, and social development of the African Diaspora through a variety of humanities, and social sciences approaches. This minor aims to augment the scholarly understandings of students by cultivating informed thinkers who are intellectually prepared to offer clarity and insight on ongoing academic and public debates centered around conversations on justice, equity, diversity, and inclusion. Additionally, this minor will provide students with knowledge on the history, primary methodologies, and interdisciplinary breadth of the field of Black Studies by providing them with opportunities to learn to analyze, critique, and translate comprehensive themes concerning interactions related to the work of Black scholars, writers, artists, economists, musicians, etc. Students who successfully complete the 20 credit-hour coursework requirements will have the Black Studies minor noted on their transcript.

The Black Studies minor will provide undergraduate students with:

1. an understanding of the Africana and Diasporic through a wide range of perspectives and disciplines, from anthropology, economics, education, history, history of art, international studies, literature, political science, sociology.
2. tools to analyze the ancestries, foundations, and issues of forced or chosen migration, decolonization, political economy, anti-Black racism, institutional power, oppression, resistance, and liberation.
3. an understanding of communities of inquiry of the Black experiences and the African continent and Diaspora, within and beyond the University of Denver
4. enhancement of a student's major program of study to support future graduate work and professional development.

The minor offers courses taught by recognized experts in their field, an interdisciplinary approach that provides students with a three-dimensional view—historical, theoretical, and philosophical—that prepares students for a global future. Students will be able to use this minor to market themselves more successfully for government and non-governmental organization careers, as well as academic careers.

This interdisciplinary undergraduate minor, housed in CAHSS minor provides students with in depth and substantive exposure to the historical, cultural, political, economic, and social development of the African Diaspora through a variety of humanities, and social sciences approaches. This minor aims to augment the scholarly understandings of students by cultivating informed thinkers who are intellectually prepared to offer clarity and insight on ongoing academic and public debates centered around conversations on justice, equity, diversity, and inclusion. Additionally, this minor will provide students with knowledge on the history, primary methodologies, and interdisciplinary breadth of the field of Black Studies by providing them with opportunities to learn to analyze, critique, and translate comprehensive themes concerning interactions related to the work of Black scholars, writers, artists, economists, musicians, etc. Students who successfully complete the 20 credit-hour coursework requirements will have the Black Studies minor noted on their transcript.

The interdisciplinary minor, housed in the College of Arts, Humanities, and Social Sciences (CAHSS), offers students in any major the opportunity to demonstrate competency in Black Studies. It requires that students complete five, four credit courses as follows:

1. Introduction to Black Studies
2. WRIT 3255 Black Studies Capstone Final Portfolio
3. Any three courses from the Content Courses listed below

Students must take content courses in at least two departments/schools (e.g. they cannot take all these courses from HIST)

Please note that no more than 4 credit hours may be taken at the 1000 level.

Upon approval, students can transfer into the minor up to 8 credit hours from appropriate study abroad courses.

## Learning Objectives

Students who successfully complete the coursework required for this minor will be able to:

1. Demonstrate undergraduate level an understanding of the Africana and Diasporic through a wide range of perspectives and disciplines, from anthropology, economics, education, history, history of art, international studies, literature, political science, sociology.
2. Explain and analyze Black ancestries, foundations, forced or chosen migration, colonization and decolonization, political economy, anti-Black racism, institutional power, oppression, resistance, and liberation drawing upon the appropriate tools from the humanities and social sciences.

## Minor in Black Studies

Minimum of 20 credits

Code	Title	Credits
<b>Required Courses</b>		
BLST 2150	Introduction to Black Studies	4
WRIT 3600	Black Studies Capstone	4
<b>Electives</b>		
Select three from the following for a minimum of 12 credits:		12
COMN 2020	On the Black Panther Party	
ENGL 2110	The African Imagination	
ENGL 2717	African American Writers	
ENGL 3744	African American Literature	
FREN 2502	La France et ses autres mondes	
FREN 3501	L'Afrique aux Antilles	
HIST 1705	Modern African History	
HIST 2885	Migration, Mobility, and Movement in Africa	



INTS 3017	The Revolutions of Black, Brown, and Indigenous Peoples: Violence and Nonviolence
INTS 3365	African Development: Patterns, Issues and Prospects for the SDGs
INTS 3590	Politics in Africa: A Theoretical Approach with a Comparative Perspective
JUST/PHIL/RLGS 2026	Race: Black, Jew, Other
MUAC 1024	Black Sacred Music: A Survey
MUAC/RLGS 2251	Contemporary Gospel Music: Religion, Culture, and the Black Church
MUEN 3730	American Heritage Chorale
MUEN 3731	The Spirituals Project Choir
RLGS 2108	Islam in the United States
RLGS 2116	American Mythology
RLGS 2250	Introduction to African American Religions
RLGS 3453	Is God a Racist Sexist?: Black Liberation and Womanist Theology
RLGS 3642	Martin Luther King, Jr., Malcolm X and Civil Rights
SOCI 2370	Micropolitics of Race
SPAN 2802	Afro-Latinos in the US
SPAN 3600	Caribbean Blackness: Conflictive Identity
SPAN 3800	Central American Blackness: Forgotten Roots
WRIT 2555	Diverse Rhetorics

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**Total Credits**
**20****BLST 2150 Introduction to Black Studies (4 Credits)**

Black Studies began in 1968 as a discipline dedicated to understanding and improving the lived experience of Africans and African Americans. It started with the intention of providing a safe space for Black students to exercise their intellectual creativity, while engaging in accurate portrayals of the Black experience. Introduction to Black Studies is designed for all students as a cornerstone for the Black Studies minor. This course introduces students to the breadth and depth of Black Studies as a discipline, using primary and secondary sources. Introduction to Black Studies uses historical, interdisciplinary, intersectional, and transnational grounding in the study of Black people. Focused primarily on the U.S., this course examines current theories, methods, and goals in Black Studies while allowing students to delve into some of Black Studies' most current and exciting scholarship. In this course, students will think about what freedom and democracy have meant to African American people in the United States, and the ways that they have creatively expressed these meanings over time. This interdisciplinary introduction to Black Studies combines the teaching of foundational texts in the field while reinforcing skills in reading and writing learned throughout the quarter. The course will also meet the requirements for AI/SC. This course will also be cross listed with departmental courses from the multiple programs with courses that align with the Black Studies minor (i.e. ENGL 2xxx, HIST 2xxx, and RLGS 2xxx).

**COMN 2020 On the Black Panther Party (4 Credits)**

This course introduces students to the rhetorical, political, ideological, and cultural practices of the Black Panther Party. Using a variety of communicative texts, which will include texts written about the Party, the Party's newspaper, and speeches from Party members, students will come to an understanding of the context in which the Party emerged, but also the demands the Party was making of society as a whole. In the process, the students will be given not only an overview of the Party, but a better understanding of the different communicative practices the Party engaged in to critique oppression in the US. In the process, the students will engage in critical conversations about racism, classism, and sexism not only within the Party, but within the larger US society. This course, then, uses the Party as a case study to analyze the politics of oppression in the US, in particular, but the world, in general. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2110 The African Imagination (4 Credits)**

Focusing mainly on Africa, this course explores and connects aspects of the African imagination. These aspects include oral performances, thought systems, literature, art, cinema, and critical discourses in different eras and in various places. Studied together, these existential and intellectual signposts provide an expanded insight into African aesthetics from a continental and an interdisciplinary perspective. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2717 African American Writers (4 Credits)**

Defines, describes and analyzes the African-American aesthetic.

**ENGL 3744 African American Literature (4 Credits)**

This course examines fiction, poetry, autobiography, and drama by African American writers, with strong consideration on the socio-historical conditions that gave rise to and continue to inform this literary tradition.



**FREN 2502 La France et ses autres mondes (4 Credits)**

FREN#2502 La France et ses autres mondes (4 Credits) This course reexamines the historical relations and power dynamics between France and its "other" worlds. How and why has France built and maintained its empire in Africa, Asia, and the Americas? How do the leaders of the Francophone world cope with the politics of hegemony put in place by the (ex)rulers? How do the former question and reject the latter in their quest for self-affirmation and nation building before, during and after independence? Our wide range of Pan-Francophone textual and filmic selection from prominent writers and filmmakers will help us answer these questions and classic and newly emerging notions of civilizing mission, Francophonie, Francosphere, postcolonialism, neocolonialism, Afropeanism and Afropolitanism. This course is conducted in French. It counts toward Analytical Inquiry: Society and Culture. Courses at the FREN 2400 through 2701 level combine introductory study of a topic in literature and/or culture with grammar review and advancement in French language skills. ##Prerequisite: #FREN#2003 or equivalent. .

**FREN 3501 L'Afrique aux Antilles (4 Credits)**

FREN#3501 L'Afrique aux Antilles (4 Credits) This seminar examines the literary and political enterprises undertaken by Francophone Caribbean novelists, essayists, filmmakers, and artists in re-rooting/routing Africa in the Caribbean. We will particularly focus on how and why the Afro-Caribbean tradition is captured in the distinctive movements of Negritude, Antillanité and Créolité. We will use the latter as standpoints from which to examine the affective, historical, and political implications of Africa in the social lives of Caribbean people. We will also discuss the visions and stances of these writers and theorists on the Black Experience and the correlations that exist between the historical and the fictional in essays as well as novels and films. The seminar is conducted in French and emphasizes discussion, writing and critical thinking. Courses at the FREN 3150 through 3701 level combine a seminar approach to a topic in literature and/or culture with advanced language study, including translation, grammar, or other exercises. Prerequisite: 8 credits of courses numbered 2400-2701 or their equivalent.

**HIST 1705 Modern African History (4 Credits)**

This course is a survey and introduction to modern African history from the late 19th century to the present. We will explore the period of European colonialism and its postcolonial legacy, focusing on the experiences of Africans at this time. Themes addressed in this class will include gender, age, class, race and ethnicity, and the historical legacies of both the precolonial and colonial eras to the construction of the postcolonial nation-state. Assignments will be geared towards teaching students to think and write like historians, and understand the basic tenets of historical inquiry, such as how to use primary and secondary sources and differentiate between them, and construct a basic historical argument that advances historiographical understandings of the topic in question. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1715 Middle Passages: Atlantic World Migrations (4 Credits)**

Middle Passages examines first-hand accounts by enslaved people and enslavers, modern depictions, and analyses by historians in order to trace the origins, expansion, and decline of traffic in captive Africans in addition to its impact on four continents. The course seeks to answer, among others, the following questions: Why were Europeans in Africa? Why were Africans enslaved? What did African experience on the journey to slavery in the Americas? Which came first, racism or slavery? What is the middle passage? If we want to understand how the US (and not only the South), Western Europe, parts of Latin America, and much of Africa got to be how they are now, we need to know something of the human commerce that profoundly shaped them. In this course, students consider individual, national, and institutional experiences of the Middle Passage by exploring a textbook that overviews the histories of the trans-Atlantic Slave Trade and accounts from a series of primary sources.

**HIST 2885 Migration, Mobility, and Movement in Africa (4 Credits)**

This course will span the precolonial, colonial, and postcolonial eras of African history to consider narratives of historical migration within and beyond the continent. Central to these narratives are ideas of indigeneity and foreignness, firstcomer and newcomer status, articulated in the colonial and postcolonial period as differences of race and ethnicity. Through this course, students will be introduced to the historiography of migration in Africa, as well as theories and methodologies based on linguistics, oral traditions, and archaeology. We will begin with the Bantu expansion patterns of second millennium BCE up to 1500 CE, considering the linguistic trajectory that this migration took in considering the origins of modern language groups on the continent. We will then move on to Indian and Atlantic Oceanic networks of trade and migration, including the slave trades that led to the dispersion of peoples both within and outside of the continent, and the creation and recreation of kinship groups and polities. We will consider the history of the mfecane in southern Africa, or the period of dispersal and warfare that led to wide-scale migration throughout the region in the nineteenth century. We will also explore the histories of migration to the continent by European colonizers as well as the settlement of communities from the Middle East and South Asia as part of systems of indentured labor as well as free migration. Finally, this course will take a look at contemporary issues of citizenship and xenophobia in postcolonial nations. All required readings for the course will be posted online.

**INTS 3017 The Revolutions of Black, Brown, and Indigenous Peoples: Violence and Nonviolence (4 Credits)**

This course focuses on revolutions of black, brown and indigenous people in the Americas, ones historically forgotten in academia, as well as the issue of violence and nonviolence in the Chinese, Indian, Tibetan and South African revolutionary movements. It will set this glaring omission and rich discussion in the context of the eugenics which marked the study of international relations and sociology, including of revolutions, in the United States in the 1920 and 1930s and whose influence continues until now. We will begin from Robert Vitalis's surprising *White World Order, Black Power* which underlines the central role of W.E.B. Dubois in challenging these racist disciplines. We will also read Aldon Morris's *The Scholar Denied* on Dubois' founding of an anti-racist American sociology and how, for political reasons, this came to be denied by the famous, egregiously racist "Chicago" school of Robert Park. We will begin from the great struggles – black soldiers on both sides in the American Revolution and how black Patriots played the decisive role on the American side, benefiting all revolutionaries (Gilbert, Black Patriots and Loyalists), the great insurrection of people who were enslaved which made Haiti (CLR James, *Black Jacobins* and Elizabeth Fick, *The Making of Haiti*), and the role of pardos (blacks) and indigenous people in Venezuela (Robin Blackburn, *The Overthrow of Colonial Slavery*) – in the New World. We will trace the role of those who were enslaved in forging many great revolutions – each of which is vital to creating a free society for all - which have been hidden academically and historically, by a kind of amnesia. We will then explore the debates about violence and nonviolence central in mass uprisings against colonial racism and domination in China, Tibet, India, and South Africa. We will consider explanations of why such major revolutionary movements have been long "forgotten" in academic study and ask what new light these revolutions cast on the standard trajectory of European revolutions. At the end of the 19th century, W.E.B. Dubois, for example, refers to the "color line" in projecting twentieth century movements. In academia, the past is often interpreted in a "too European" and, unselfconsciously, "White" (often "forgetting" colonialist and racist crimes...; hostile to ordinary white folks) idiom. In addition, we will discuss the revolution from below in China - rarely considered with dispassion or even sympathetically, though Theda Skocpol and William Hinton do - as well as the oppression/ethnic cleansing of minorities in China, particularly in Tibet. We will thus contrast some strengths and weaknesses of regimes emerging from violent revolutions in the Americas, Haiti, and China, and look at attempts to forge mass nonviolent revolutions and learn from/modify Gandhi in India, Tibet and South Africa. We will also compare movements of indigenous people in the Americas, Palestinians, and Tibetans against settler colonialism. Finally, we will ask to what extent the nonviolent transition to a new regime actually limits future oppression and violence in India and South Africa. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3365 African Development: Patterns, Issues and Prospects for the SDGs (4 Credits)**

This is an undergraduate course on Development in sub-Saharan Africa (SSA). It introduces the student to the main issues and themes confronting contemporary African development. It draws on literature from development economics, history, comparative politics, sociology, anthropology, geography and international relations, as well as a broad range of country case studies. The course reviews patterns of development in the SSA region. It then engages with the main theories of economic growth and development and evaluates their application to Sub-Saharan Africa. The main issues include the impact of Africa's geography, natural resources endowments and climate; the legacy of slavery and colonialism; independence, state formation and failure; patrimonialism, clientelism and corruption; Africa's economic crisis and reform efforts; foreign aid and debt; democratization and; reflections on Africa and the sustainable development goals. The course will equip the student with knowledge and skills to be a positive and effective player in the area of African development. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3590 Politics in Africa: A Theoretical Approach with a Comparative Perspective (4 Credits)**

This course introduces students to basic concepts and arguments in the study of contemporary African politics. The focus is on the politics in Africa post-independence. The course emphasizes theory in a comparative perspective as a way to understand politics in Africa. The basic question is whether politics differ so much in Africa as to be in a category by itself or is it simply a variation on patterns, habits, and institutions found in other regions and countries in the world? The course goal is to provide students with important concepts so as to gain a better understanding of processes in Africa and the problems that in some fashion or other account for the continent's current marginality in the world and persistent underdevelopment. In addition, the course exposes students to the application and usefulness of general theories of development in comparative politics. Prerequisites: INTS 1500 and INTS 1700.

**JUST 2026 Race: Black, Jew, Other (4 Credits)**

This course is cross-listed with PHIL 2026 and RLGS 2026. In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, "negritude," "the wandering Jew," and "otherness" by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman's work on the "Jew's Body" and "Jewish Self-Hatred," Bernasconi's work on the phenomenology of race, and discourses of "Other-as-disease" in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1024 Black Sacred Music: A Survey (4 Credits)**

This course is an experiential exploration of the spirituality of African-American sacred song. Participants will sing, consider the history of the music and explore their own connection to the songs, as well as the inspiration and challenge these songs may offer to present and future communities. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course and thus it will not fulfill AI: Society requirements for music majors.

**MUAC 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2251.

**MUEN 3730 American Heritage Chorale (1 Credit)**

This ensemble will explore through choral music the various ways in which music written by American composers has been influenced and has its roots in music from other cultures and regions of the globe. Special attention shall be given to music by African American composers. American Heritage Chorale is open to all students interested in singing. Prior choral experience is not required. A brief vocal interview will determine appropriate placement within the ensemble. The course will conclude with a performance at the end of the quarter. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3731 The Spirituals Project Choir (0-1 Credits)**

This ensemble will explore African American spirituals as an art form, tradition, and tool for social change through performance, reading, and listening. Because the core of this ensemble is a multi-ethnic, multi-generational community choir, students will have the unique opportunity to join with and learn from a group of singers immersed in this musical tradition. Students will participate in 2-3 performances over the course of the term, the majority of which will be outside of Lamont. Through performance and study of spirituals and related music, students will gain a musical and cultural understanding of this dynamic music and gift from African Americans to the world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, “negritude,” “the wandering Jew,” and “otherness” by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman’s work on the “Jew’s Body” and “Jewish Self-Hatred,” Bernasconi’s work on the phenomenology of race, and discourses of “Other-as-disease” in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course is cross-listed with JUST 2026 and RLGS 2026. This course counts for the AI:Society requirement.

**RLGS 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, “negritude,” “the wandering Jew,” and “otherness” by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman’s work on the “Jew’s Body” and “Jewish Self-Hatred,” Bernasconi’s work on the phenomenology of race, and discourses of “Other-as-disease” in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with JUST-2026 and PHIL-2026.

**RLGS 2108 Islam in the United States (4 Credits)**

A historical introduction to the presence of Islam and Muslims in the United States, from an examination of the first Muslims in North America, to the substantive influence of the minority Indian evangelical Ahmadiyya movement, to Islam in African American communities. Also examines contemporary Muslim communities in the U.S. and the ways in which ritual and faith are today developing with “American” accents. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2116 American Mythology (4 Credits)**

Myths convey social and moral values. Myths, moreover, serve as conceptual models for society and furnish “symbolic articulation of the social patterns” of a given society. In this class, students will establish clear connections between social order and the myths that sustain it, against the view that myths are merely imaginary, misguided perceptions of reality with little social value. In this course, you will need to ask yourself, “How do each of these myths translate into social behavior? In other words, how have these myths been acted out historically and how are they “performed” today? The United States of America has always had a strong, mythic sense of identity, mission, and destiny. It is worthwhile to reflect for a semester on how the “idea of America” has taken shape and is continuing to evolve and diversify. Robert Bellah introduced the influential concept of an American “civil religion”—a secular myth of America. In addition, we must understand that America is the result of contact between at least three different groups of people: Native Americans, Europeans, and Africans. The functional equivalents of creed, scripture, prophets and religious mission are seen in the Declaration of Independence, the Founding Fathers and Manifest Destiny. Concepts of freedom, the pursuit of life, liberty, and happiness, democracy, and the right to bear arms flow from these myths. Beyond the notion of a master myth of America, we will discover that there are other myths of America that are themselves proper objects of study. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2250 Introduction to African American Religions (4 Credits)**

This course will explore the nature and the meaning of black religion. We will examine the historical development of African American religion in the United States and explore diverse African American religious groups, such as the Nation of Islam, the Moorish Science Temple of America, Black Jews of Harlem, and others. Specific attention is given to the ways in which African American religious groups have developed in North America, especially the United States and the Caribbean, during slavery and beyond. The course will have three sections. First, we will attempt to define religion in the larger context of religious studies. Second, we will investigate how black religions and black religious scholars deploy Africa as a deep symbol. Finally, we will survey the historical and theological development of a variety of black religions that have been influential in North America. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with MUAC 2251.

**RLGS 3453 Is God a Racist Sexist?: Black Liberation and Womanist Theology (4 Credits)**

What is God's race? Does God have a gender? Is God on the side of the oppressed? Black liberation and Womanist theologies have asked these questions based on experience of black oppression in the context of the United States. African Americans have compelled to make sense of God in light of chattel slavery, Jim Crow laws, the Civil Rights Movement, and the Black Power Movement. This questioning continues in light of today's social environment. This seminar course will discuss the many strands of liberation theology in the United States, including Womanist theology. In addition to black liberation theology's methodologies and its challenges to the theological discipline, we will explore the origins and development of theological discourse in the late 1960s during the later part of the Civil Rights Movement and the emergence of the Black Power Movement. Black Theology is a theological perspective which draws on the diverse sources, including religious experience, art, literature, music, and lived narratives. These sources will inform our study. Students will engage critical voices that have shaped the movement such as James Cone, but also engage critiques of Cone and Black Theology. The course will also explore how liberation theologies attempt to deal with the problems of race, class, and gender. Student will be introduced to theological construction in African American communities and analyze the similarities and differences between these theological constructions.

**RLGS 3642 Martin Luther King, Jr., Malcolm X and Civil Rights (4 Credits)**

In this course, students will explore the lives and religious thought of Martin Luther King, Jr. and Malcolm X, two of the most prominent black religious leaders during the height of the US Civil Rights Movement, often perceived as ideological opposites. Through engaging with their autobiographies, speeches, students will compare and contrast their thoughts on religion, race, and politics in the United States. During the course, students will be able to identify religious and political similarities and differences between the two leaders. We will also explore the development of their religious and ideological shifts in the context of the struggle for civil rights. Ultimately, we explore how their vision for racial justice developed into a call for social and economic equality and human rights.

**SOCI 2370 Micropolitics of Race (4 Credits)**

This class explores racialized experiences and controversies that affect daily life in the United States. We use insights from sociology to analyze racial identity and public behavior. For example, why do many people of color often "code-switch" as they move from interacting with family and friends and into their workplace? Why are some Black people accustomed to giving "the nod" to other Black people they encounter in majority-white spaces? Why are many native-born Asian-Americans told that they "speak really good English" (what sociologists would call a microaggression)? We also explore controversies, including interracial dating, gentrification, "transracial" individuals, and Elizabeth Warren's Native American identity claims. We will situate our analyses of the everyday politics of race within institutional and structural racism. Prerequisite: SOCI 1810.

**SPAN 2802 Afro-Latinos in the US (4 Credits)**

Afro-Latin@s (Afro-Latinos and Afro-Latinas) is a group designation for a community that, until recently, had not tended to call itself, or to have been called, in that way. The group's past, however, demonstrates a sense of tradition and shared social and cultural realities, and the term is increasingly being used in the twenty-first century. Particular to the USA context, as opposed to Latin American countries, is that here the Afro-Latin@ experience has to do with the cross-cultural relation between the Afro and the Latin@, which means most conspicuously the relation between Latin@s and African Americans. It is important, however, not to limit the concept to that connection and recognize the presence of a group that embodies both at once. This class explores the history of Afro-Latin@s in the USA, as well as examples of unique lived experiences of Afro-Latin@ individuals navigating their social identities as they intersect with other Blacks and Latin@s. The identity field linking Black Latin Americans and Latin@s across national and regional lines will remain within focus. The class will be grounded in the analysis and discussion of a variety of texts and artifacts including essays, poetry, narrative, and film. This class will be conducted in English and will not count toward the major or minor in Spanish. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**SPAN 3600 Caribbean Blackness: Conflictive Identity (4 Credits)**

Introduces the student to the Caribbean region, particularly examining cultural characteristics of the Spanish speaking Caribbean, with an emphasis on race relations and the contributions of peoples of African descent. The focus is interdisciplinary and includes readings on anthropology, religion, and history among other subjects, together with close readings of literary texts. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3800 Central American Blackness: Forgotten Roots (4 Credits)**

Introduces the student to the Central American region, with an emphasis on race relations and the cultural contributions of peoples of African descent. The focus is interdisciplinary and includes readings in history and demography among other subjects, together with close readings of literary texts. Prerequisite: SPAN 2350 or equivalent.

**WRIT 2555 Diverse Rhetorics (4 Credits)**

Rhetoric's origins in classical texts, in the western canon, developed to serve early forms of democracy and civic participation. Despite classical rhetoric's formative impact, plenty of languages and cultures have their own means of persuasion and civic participation. This course introduces ways that rhetoric is practiced in diverse contexts, not as a stable idea, but as an adaptive practice situated in cultures, identities, and languages, bridging writer, audience and purpose. This course starts with classical Western rhetoric, but then explores the varied practices and theories of, for example, African American, Asian, Latinx, Indigenous, and queer rhetorics, to name a few. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**WRIT 3600 Black Studies Capstone (4 Credits)**

This capstone course is designed for students completing the Minor in Black Studies at the University of Denver. The primary goal of this course is to create an original capstone project that demonstrates synthesis of their study in the field and deepens their skills in research. Black Studies minors should plan to enroll in BLST 3600 after completing all course work for the minor. As part of this capstone course, each student will complete a capstone project, of their own design, that explores some aspect of Black/African American life, history, culture, or experience. This course encourages creative capstone projects that allow students to present their work in a form other than the standard written thesis model. This course will guide the capstone projects for students conducting intensive research on topics in Black Studies. Drawing from disciplinary and interdisciplinary methodologies, theories, and concepts in the humanities and social sciences, capstone project topics will cover broadly defined themes in Black Studies such as the effects of Atlantic slavery on the United States, the Americas, Africa, and Europe; the Black freedom struggle in the United States; and women, gender, and sexuality in Black America. Through a collaborative learning process, students will define clear project objectives, refine their analytical skills, effectively engage major issues in their research materials, and make critical intellectual interventions. Students will be encouraged to critically explore topics from courses they have taken in Black Studies and related disciplines as topics for their capstone research projects.

## Business Administration Program

The Business Administration minor, which is only open to non-business majors, requires coursework in business law, accounting, finance, management and marketing. This minor allows students to learn basic knowledge about all business areas.

The Business Administration minor, which is only open to non-business majors, requires coursework in business law, accounting, finance, management and marketing. This minor allows students to learn basic knowledge about all business areas.

### Requirements for the Minor

24 credits, including:

Code	Title	Credits
BUS 1440	The Fourth Industrial Revolution <sup>1</sup>	4
MGMT 2100	Leading High Performance Organizations	4
LGST 2000	Foundations of Business Law <sup>2</sup>	4
MKTG 2800	Introduction to Marketing <sup>3</sup>	4
ACTG 2200	Introduction to Financial Reporting	4
FIN 2800	Financial Decision Making	4
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> Students pursuing both the Business Administration minor and the Entrepreneurship minor will **not** be able to count BUS 1440 toward both minors simultaneously. Instead, an additional 4-credit EVM course will be needed in the Entrepreneurship minor.

<sup>2</sup> Students pursuing both the Business Administration minor and the Business Ethics and Legal Studies minor will **not** be able to count LGST 2000 toward both minors simultaneously. Instead, an additional 4-credit LGST course will be needed in the BELS minor.

<sup>3</sup> Students pursuing both the Business Administration minor and either the Marketing minor or Sales Leadership minor will **not** be able to count MKTG 2800 toward both minors simultaneously. Instead, an additional 4-credit MKTG course will be needed in the Marketing minor or Sales Leadership minor.

**BUS 1099 Daniels Professional Development Program Part I (0 Credits)**

Some experiences are essential to a student's development, but don't fit well within the confines of a traditional course. This is a face-to-face zero-credit course intended to provide students with a framework to master professional development through experiential-based learning opportunities that will give them the necessary tools to identify a career path prior to graduation and succeed in their career development. Key topics include resume and cover letter development, understanding the business majors and associated career paths, and professional skill development such as appropriate business dress, communication, and etiquette.



**BUS 1440 The Fourth Industrial Revolution (4 Credits)**

This course provides a practical glimpse into the future of the global and competitive nature of business. From product ideation to product deployment, this course introduces students to business's role in society in promoting sustainability as the only successful business model for delivering value to customers and stakeholders of all kinds. Key business activities such as marketing, finance and accounting, working in teams, and product/service innovation and creativity are introduced. Key 4th industrial revolution technologies such as artificial intelligence (AI), the Internet of Things (IoT), distributed ledger technology and cryptocurrency, augmented/mixed/virtual reality, additive manufacturing, and autonomous, robotics, and drones are also introduced.

**BUS 2099 Daniels Professional Development Program Part II (0 Credits)**

This course is the second part of the Daniels Professional Development Program (DPDP). Similar to DPDP I, this course will expose students experiential-based learning opportunities that will provide the necessary tools and skills to successfully land an internship and full-time position prior to graduation. This will include attending a career fair, completing a mock interview and receiving real-time feedback, creating a professional LinkedIn profile, and attendance to career services workshops focused on professional development. Prerequisite: BUS 1099 and admission to Daniels.

**BUS 3000 Strategic Business Communications (4 Credits)**

Leading CEOs know what multiple studies confirm: competence in communication is an essential skill for entry-level positions in business, and excellence in communication is necessary to become an industry leader. This course is designed to allow extensive time to practice and receive expert coaching. Since communication skills develop over time, you will build proficiency through multiple oral and written assignments that increase in rigor and complexity. The assignments will give you the individual and team skills you will need to be successful in both your academic and professional career. The quarter culminates in a client project addressing real campus or community issues. Prerequisites: BUS 1099 (with Passing - "P" grade) and admission to Daniels.

**BUS 3099 Daniels Professional Development Program Part 3 (0 Credits)**

Some skills and certifications are essential to student success in landing an internship and full-time job at graduation but do not fit well within the confines of a traditional course. This zero-credit course will provide students with a platform to master skills to prepare them for a career in the Fourth Industrial Revolution. Relevant skills and certifications will vary based on a student's major and career interests. Common examples include Google Analytics, the Advanced Excel Certification, Python, Salesforce, and Robotic Process Automation.

**BUS 3441 The IoT Build (2 Credits)**

The Internet of Things (IoT) is moving rapidly toward "The Internet of All Things." From water bottles to clothing to furniture, everything in our everyday world will be connected to the Internet, sharing information about our lives. In this course, you'll get hands-on experience building IoT applications. You'll learn how to gather data from sensors such as weight, occupancy, sound, proximity, pressure, gas, and infrared. By 2030, there will be 500 billion devices connected to the Internet. This class will show you how.

**BUS 3442 Python Programming (4 Credits)**

Python is a general-purpose, high-level programming language suitable to a wide variety of tasks in today's interconnected and technology-based world. Python is also an object-oriented language, a necessity for real-time, dynamic, and web-based applications. In this course, you'll learn how to apply Python to basic programming elements such as data types, arithmetic operations, control structures, methods/functions, arrays, and file handling.

**BUS 3446 Blockchain and Cryptocurrency (2 Credits)**

Bitcoin was created in 2009 and eight years later it reached a record high of \$20,000 per coin. Bitcoin is a virtual currency, or more commonly known as a cryptocurrency, that is managed by a decentralized network of users instead of a government or central bank. Anonymity, low transaction fees, built-in scarcity, and borderless transactions are some of the benefits that Bitcoin provides. This course will provide a high-level overview of blockchain and cryptocurrency, starting from the beginning with the basic fundamentals of blockchain technology. You will gain a comprehensive understanding of blockchain, what it is, and how it is used in cryptocurrency and the opportunities available with decentralized applications. We will explore the concept of money as a medium of exchange for goods and services and how cryptocurrencies such as Bitcoin aim to replace traditional Fiat currencies.

**BUS 3450 Blockchain, Cryptocurrency & FinTech: What You Need To Know (4 Credits)**

Bitcoin made blockchain technology famous, it highlighted a transformative technology that facilitates the transfer of value between two entities without a trusted 3rd party. Blockchain technology has the potential to disrupt industries, financial systems and social norms. This course will study the fundamentals of Blockchain, cryptocurrency and financial technology (FinTech). We will begin with a high-level overview on the origin and concept of money and how it is valued. It will progress through an in-depth dive into the business of Blockchain, Bitcoin, Smart-Contracts and Financial Technology. This course will expose students to the opportunities, risks and challenges an immutable, decentralized system based on consensus presents. We will explore the consequence and application of blockchain technology in decentralized applications, DAOs, non-fungible tokens (NFTs), and the Metaverse. No prior knowledge of Blockchain, Cryptocurrency, and FinTech is required to take this course.



**BUS 3700 Topics in Business (0-10 Credits)****BUS 3800 Business for the Public Good (4 Credits)**

The vision of Business for the Public Good is to provide an impactful culminating experience in the Daniels Core in which students think critically and creatively to address a societal issue through the lens of business. In this capstone to the business core, students will identify a real-world problem and use business tools and knowledge to address the issue. Topics include stakeholder management, corporate social responsibility, models of business, globalization, the natural environment, technology, public policy, innovative design thinking, among others. This course is designed to explore the place of business in the context of society. The course will familiarize students with the relationships among the private, public and nonprofit sectors.. The course will challenge students by engaging them in projects focused on pioneering business to achieve public good and public benefit. Enforced Prerequisite: MGMT 3000 (minimum grade of C-).

**BUS 3980 Internship (0-4 Credits)**

Initial for-credit internship experience for students pursuing a business major, creating the opportunity to acquire meaningful work experience in a supervised, practical setting. Prerequisite: BUS 1440 (minimum grade of C-).

## Business Ethics and Legal Studies

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Today's managers, professionals and entrepreneurs operate in a complex legal environment that affects all facets of an organization. Firms need business graduates with knowledge of the legal and regulatory climate for jobs in human resources, marketing, purchasing and environmental affairs. Business and trade associations depend on staff members who monitor legislative and judicial decisions. A Business Ethics and Legal Studies minor provides a foundation for careers in the public or private sector.

### Minor Requirements

The Business Ethics & Legal Studies minor is available to all undergraduate students. To complete the minor, business majors must take 16 credits of coursework, and non-business majors must take 20 credits of coursework.

"LGST 2000 Foundations of Business Law" is a prerequisite for all other Business Ethics & Legal Studies (LGST) courses unless permission is received in advance from the BELS Department Chair. Business students take LGST 2000 as part of the Business Core, and thus only require an additional 16 credits in order to complete the minor.

Credits towards the minor may come from any LGST course, including the following courses:

Code	Title	Credits
<b>Prerequisite Course <sup>1</sup></b>		
LGST 2000	Foundations of Business Law	4
<b>Legal Studies Courses</b>		
Any "LGST" course can be counted toward the minor. Examples include:		16
LGST 2560	The Constitution & Business	
LGST 2570	Contracts for Business	
LGST 2910	Daniels Ethics Fellows I: Community Impact	
LGST 2920	Daniels Ethics Fellows II: Business Impact	
LGST 2960	Employment Law & Ethics	
LGST 3030	The Supreme Court & Your Life	
LGST 3100	Business Ethics & Social Responsibility	
LGST 3200	Ethics & Your World	
LGST 3400	White Collar & Corporate Crime	
LGST 3440	The Supreme Court & Your Life: Constitutional Law, Ethics & Policy for the 21st Century	
LGST 3450	Impact of Driverless Mobility: Business, Legal & Ethical Implications	
LGST 3510	CEOs and Corporate Governance	
LGST 3550	Topics in Business Law II	
LGST 3600	Business and Global Values <sup>2</sup>	
LGST 3700	International Business Law <sup>2</sup>	
LGST 3701	Topics in Legal Studies	
LGST 3720	Negotiation & Conflict Resolution in Business	

LGST 3740	Daniels Fund Ethics Consortium Case Competition Seminar
LGST 3991	Independent Study

**Additional Coursework**

Up to one relevant course from another department may be counted towards the BELS minor with prior written approval from the BELS department chair.

**Total Credits****20**

- <sup>1</sup> LGST 2000 will not show up in the minor area for business students. Business students take this course as part of the Business Core, and only require 16 additional hours in order to complete the minor. Students with a minor in both Business Administration and Business Ethics and Legal Studies (BELS) will **not** be able to count LGST 2000 toward both minors simultaneously.
- <sup>2</sup> International Business majors pursuing a minor in Business Ethics and Legal Studies will have LGST 3600 count toward their International Business major requirements and must take a different BELS course to meet their credit requirements for the BELS minor. Additionally, such students who take LGST 3700 must decide whether to count that course towards the BELS minor or International Business major, as it cannot count towards both.

**LGST 2000 Foundations of Business Law (4 Credits)**

Managerial perspective on the role of law and its relationship to business environment; emphasis on American legal system (history of law, courts and civil procedure), private law (business torts, contracts, corporate responsibilities and business ethics), and governmental intervention (constitutional law, employment law, white collar criminal law and corporate/securities law). Prerequisites: Grade of C- in BUS 1440 and sophomore standing.

**LGST 2560 The Constitution & Business (4 Credits)**

Current real world issues are analyzed in the exploration of constitutional law as it relates to business and free enterprise. Prerequisites: LGST 2000.

**LGST 2570 Contracts for Business (4 Credits)**

This course includes a comprehensive discussion of major contractual topics—including drafting and negotiation - and how they relate to legal and ethical elements of business. Prerequisites: LGST 2000.

**LGST 2910 Daniels Ethics Fellows I: Community Impact (2 Credits)**

This course comprises the first half of the Daniels Ethics Fellows curriculum. Over ten weeks, both inside and outside of the classroom, students engage in a rigorous introduction to principle-based ethical reasoning and decision-making. The course culminates in a student-crafted ethics project that must successfully incorporate each of the eight Daniels Fund Ethics Initiative principles and positively impact their community. Along the way, students must: (1) engage in spirited classroom discussions revolving around legal cases with important ethical repercussions, (2) interact with prominent community leaders invited to present on contemporary ethical challenges, (3) collaborate to structure their ethics project on a budget (provided with Daniels Fund Ethics Initiative funds) and within class guidelines, (4) justify and defend their project progress on three occasions to an Impact Council made up of professors and community leaders, and (5) engage in a series of online quizzes designed to evaluate ethical reasoning and growth.

**LGST 2920 Daniels Ethics Fellows II: Business Impact (2 Credits)**

This course comprises the final half of the Daniels Ethics Fellows curriculum. Over ten weeks, both inside and outside of the classroom, students engage in a rigorous introduction to principle-based ethical reasoning and decision-making. The course culminates in a student-crafted ethics project that must successfully incorporate each of the eight Daniels Fund Ethics Initiative principles and positively impact the business community. Along the way, students must: (1) engage in spirited classroom discussions revolving around legal cases with important ethical repercussions, (2) interact with prominent business leaders invited to present on contemporary ethical challenges, (3) collaborate to structure their ethics project on a budget (provided with Daniels Fund Ethics Initiative funds) and within class guidelines, (4) justify and defend their project progress on three occasions to an Impact Council made up of professors and business leaders, and (5) engage in a serious writing assignment designed to evaluate ethical reasoning and growth. Prerequisite: LGST 2910.

**LGST 2960 Employment Law & Ethics (4 Credits)**

This course will introduce students to the key laws, rules and regulations governing employment in the United States. The course will explore workplace issues that arise because of the intersection of the hierarchical nature of organizations and the diversity of employees. As such, we will discuss workplace policies, practices and operations and their interactions with employment laws. This is an interactive course that will address issues such as: What is work? How do we value it? Who is an employee? What are the rights of employers? What are the rights of individuals in the workplace? What are some of the ethical issues faced by employers and employees, and how can both groups successfully navigate them? Graduate students will be assigned an independent study project focused on issues(s) faced by the Chief Human Resources Officer of an organization - a leader and strategic business partner in the organization. Prerequisites: LGST 2000 for undergraduate students; no prerequisite for graduate students.

**LGST 3030 The Supreme Court & Your Life (2 Credits)**

This course evaluates the most critical ways in which the United States Supreme Court interacts with and affects an individual's life, career, education, freedom, and future. Over ten weeks, we analyze how: (1) each major section of the Constitution and how it makes its way to the Court, (2) is ultimately interpreted by each of the nine current Justices, and (3) the subsequent repercussions of the opinion. The primary vehicles used for this task are actual Supreme Court cases, federal circuit court opinions, and legal briefs filed by the parties and interest groups on both sides of each dispute. Each of these documents is part of the public record and easy to locate. Because many students are likely to hear, believe, and/or resonate with only one side of each politically-charged divisive case heard by the Court (perhaps because they listen to only one news source or affiliate primarily with people of the same ideological bent), this class will emphasize the importance of seeing both sides of important public policy, legal, and ethical issues before taking a position. This is a valuable skill that is often neglected in college courses but will take a student far in life.

**LGST 3100 Business Ethics & Social Responsibility (4 Credits)**

The purpose of this course is to introduce students to ethical concepts, theories and issues as they relate to business and managerial decision making. A primary focus includes topics such as employee privacy, sales responsibility, sexual harassment, discrimination, intellectual property, whistle blowing, and career/family conflicts. The course is also designed to introduce students to more general approaches or ways of thinking about ethics, and students grapple with some of the basic and fundamental problems of ethics. Cross listed with MGMT 3100. Prerequisites: LGST 2000.

**LGST 3200 Ethics & Your World (2 Credits)**

This course evaluates the how ethical decision-making can benefit a person professionally, personally, and as part of a community operating under a social contract more generally. This holistic approach evaluates ethics from many different viewpoints such as: (1) a professional calling, (2) happiness versus joyfulness, (3) moral sacrifices, (4) money and ethics, (5) beauty and ethics, (6) popularity and esteem and ethics, (7) priorities, (8) daily motivation, (9) ethical decision-making frameworks, and (10) a consistent and moral worldview. The ethical decision-making frameworks include Utilitarianism, Deontology, Virtue Ethics, Ethical Egoism, Libertarianism, and the Real Rabbits approach.

**LGST 3330 Advanced Constitutional Law (2 Credits)**

This course evaluates the most critical ways in which the United States Supreme Court interacts with and affects an individual's life, career, education, freedom, and future. Over ten weeks, we analyze how: (1) each major section of the Constitution applies to each case and how the case makes its way to the Court, (2) each case is ultimately interpreted by each of the nine current Justices, and (3) the subsequent repercussions of the opinion resonate in the business world. The primary vehicles used for this task are actual Supreme Court cases, federal circuit court opinions, and legal briefs filed by the parties and interest groups on both sides of each dispute. Each of these documents is part of the public record and easy to locate. Because many students are likely to hear, believe, and/or resonate with only one side of each politically-charged divisive case heard by the Court (perhaps because they listen to only one news source or affiliate primarily with people of the same ideological bent), this class will emphasize the importance of seeing both sides of important public policy, legal, and ethical issues before taking a position. This is a valuable skill that is often neglected in college courses but will take a student far in life.

**LGST 3400 White Collar & Corporate Crime (4 Credits)**

This course offers an essential overview of corporate and "white collar" crime. Through the use of real-world case studies, legal and ethical analysis, criminological research and cultural reference materials such as iconic films and books, this course offers insight into the types, causes, and effects of crimes committed by businesses, corporate officers and directors, professionals and public officials. It will foster critical analysis of contemporary efforts to address recurring problems of corruption, bribery, fraud, insider trading, money laundering, collusion and more through the enactment of criminal statutes, international treaties, regulatory disclosure requirements, investigative methods, and litigation. Prerequisite: Undergraduates registering for this cross-listed course must complete LGST 2000. Graduate students are strongly advised to have successfully completed a course in business law.

**LGST 3440 The Supreme Court & Your Life: Constitutional Law, Ethics & Policy for the 21st Century (2 Credits)**

This course evaluates the most critical ways in which the United States Supreme Court interacts with and affects an individual's life, career, education, freedom, and future. Over ten weeks, we analyze how: (1) each major section of the Constitution and how it makes its way to the Court, (2) is ultimately interpreted by each of the nine current Justices, and (3) the subsequent repercussions of the opinion. The primary vehicles used for this task are actual Supreme Court cases, federal circuit court opinions, and legal briefs filed by the parties and interest groups on both sides of each dispute. Each of these documents is part of the public record and easy to locate. Because many students are likely to hear, believe, and/or resonate with only one side of each politically-charged divisive case heard by the Court (perhaps because they listen to only one news source or affiliate primarily with people of the same ideological bent), this class will emphasize the importance of seeing both sides of important public policy, legal, and ethical issues before taking a position. This is a valuable skill that is often neglected in college courses but will take a student far in life.

**LGST 3450 Impact of Driverless Mobility: Business, Legal & Ethical Implications (4 Credits)**

Smartphones and personal computers have changed the world and how we live in it. Now, Driverless Vehicles are poised to profoundly reshape our transportation systems, real estate development, access to goods and services, and our collective ecological footprint. In our "Impact of Driverless Mobility" course, we will consider many of the broad implications of this disruptive technology, including, but not limited to, the many legal, ethical and business considerations. Prerequisite: LGST 2000.

**LGST 3510 CEOs and Corporate Governance (4 Credits)**

The course examines the current and pressing issue of corporate governance, in its ethical, legal, and social dimensions. Students read the latest views of scholars and experts and gain the perspectives of corporate CEOs and other organization leaders. Topics explored include the history of various governance models, public policy on corporate governance, corporate board functions and responsibilities, the dynamics between CEOs and boards, ethical leadership and corporate culture, ethics and compliance programs, executive liability, nonprofit corporate governance, board and audit committee responsibilities, restructuring and governance, executive compensation problems and solutions, shareholder activism, and corporate governance reforms. Each student will complete four papers or projects during the quarter, which will focus on a single corporate case study. The course projects will be designed to address and research the major dimensions of the course. Guest speakers will include corporate CEOs, board members, corporate general counsel, regulators, and investors.

**LGST 3520 Legal and Ethical Issues in Purchasing a Home (4 Credits)**

In this course, we will be considering some of the legal and ethical considerations that purchasers, sellers and agents face when buying or selling a home. This course will take students through the process of purchasing a home, from the initial stage of working with a real estate broker (including brokerage agreements and agency law), to submitting an offer/negotiations, understanding the contract terms, contingencies and implications, loan/financing considerations, title review, appraisal, inspections, objections and negotiations, and the closing of the purchase/sale. Prerequisite: LGST 2000.

**LGST 3540 Impact of Driverless Mobility (4 Credits)**

Smartphones and personal computers have changed the world and how we live in it. Now, Driverless Vehicles are poised to profoundly reshape our transportation systems, real estate development, access to goods and services, and our collective ecological footprint. In our "Impact of Driverless Mobility" course, we will consider many of the broad implications of this disruptive technology, including, but not limited to, the many legal, ethical and business considerations. Prerequisite: LGST 2000.

**LGST 3550 Topics in Business Law II (4 Credits)**

Law relating to general and limited partnerships, corporations, property, securities law, professional responsibilities and related studies. Accounting students only. Prerequisites: LGST 2000.

**LGST 3600 Business and Global Values (4 Credits)**

This course explores the current state of globalization and its impact on business. In the context of ethical and legal norms, the course will examine how formal governmental and intergovernmental organizations (IGOs), as well as non-governmental organizations (NGOs), pressure business and affect business strategy and decisions. The course will also examine how business can adapt to comparative values and cultures in the international system, as well as universal values, and analyze issues and cases from both idealist and realist perspectives. Students will apply analytical tools from ethics, law, and public policy in examining leading business cases on the following topics: global terrorism and political risk. Prerequisite: LGST 2000.

**LGST 3700 International Business Law (4 Credits)**

Introduction to public international law (rights and duties of states and intergovernmental organizations) and to private international law (rights and duties of individuals, businesses and nongovernmental organizations) in international affairs. Key issues include alternative dispute resolution (ADR), privatization, intellectual property, international sales, the Foreign Corrupt Practices Act, trade (GATT and WTO), and the international facilities that deal with the adjudication and resolution of business and legal issues. Prerequisites: LGST 2000.

**LGST 3701 Topics in Legal Studies (1-4 Credits)**

Exploration of various topics and issues related to business ethics and legal studies. Prerequisites: LGST 2000.

**LGST 3710 E-Commerce Law and Ethics (4 Credits)**

Over the past 20 years, changes in technology have been dramatic and far-reaching, and navigating the future will continually challenge the business professional. This course examines the legal and ethical dimensions of online privacy, security, marketing, contracts and intellectual property. Prerequisites: LGST 2000.

**LGST 3720 Negotiation & Conflict Resolution in Business (4 Credits)**

This course is a rigorous exploration of negotiating business deals. Students will learn to develop strategies in a variety of conflict situations. Students will work closely with the professor and each other in simulations to address negotiation challenges, engage in mediation and arbitration, and become effective masters at resolving conflict. Prerequisites: minimum grade C- in LGST 2000.

**LGST 3740 Daniels Fund Ethics Consortium Case Competition Seminar (2 Credits)**

The Daniels Fund Ethics Consortium Case Competition — a component of the Daniels Fund Ethics Initiative Collegiate Program — exposes students to a thought-provoking business ethics case on principle based crisis management in business. The competition builds on the principle-based ethical framework central to decision making in a complex business environment. Students in this class will learn how to work in teams in order to collaboratively analyze, present, and respond to various scenarios of businesses in crisis as well as respond to questions posed by a panel of judges. The course challenges students' ethical reasoning and provides a significant opportunity to increase awareness of the importance of principle-based ethics for business crisis management.

**LGST 3790 Entrepreneur & Family Business (4 Credits)**

This course covers (1) how an individual starts a business, (2) what you must know to get a new business off the ground and moving towards success, (3) the most current issues involving the creation of value, (4) strengthening and growing family businesses through the process of adopting best practices in governance, coupled with ethical conduct, value based leadership and legal compliance. Students are moved along tracks from which they can both observe and absorb a means to insure success and longevity in operating an individually owned or family owned business. Cross listed with LGST 4790. Prerequisites: LGST 2000.

**LGST 3980 Internship (1-5 Credits)****LGST 3991 Independent Study (1-8 Credits)**

Independent research/study; requires written report. Prerequisites: LGST 2000 and instructor's permission.

## Business Information and Analytics

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Analytics is a challenging and exciting field that helps people make important informed decisions based on quantitative information. Business analysts make extensive use of data modeling, statistical techniques, and scenarios to manipulate data to find meaning, explain causation, and make predictions.

Currently, massive amounts of structured and unstructured data are collected and stored by computers as a result of business and society's greater dependence on information technologies and software applications to transact business and every-day life. As such, data analytics skills are highly portable and becoming a frequently sought competency in workers. Analytics is a valuable partner to almost any field of study, including engineering, agriculture, social science, medical science, environmental science, forestry, marketing, accounting, and finance.

## Business Analytics Major

### Bachelor of Science in Business Administration Major Requirements

(185 credits required for the degree (p. 98))

Minimum of 44 credits. Requirements include:

Code	Title	Credits
INFO 3100	Automating Business Processes	4
INFO 3140	Foundations of Information Management	4
INFO 3200	Data Mining and Visualization	4
INFO 3240	Enterprise Information Management	4
INFO 3300	Data Warehousing and Business Intelligence	4
INFO 3340	Project Management and Simulation	4
INFO 3400	Complex Data Analytics	4
INFO 3440	Optimization Modeling	4
INFO 3500	Capstone/Senior Project	4
<b>Electives</b>		
Any 2000- or 3000-level INFO elective <sup>1</sup>		4
Any 2000- or 3000-level INFO elective <sup>2</sup>		4
<b>Total Credits</b>		<b>44</b>

<sup>1</sup> Students may complete one non-INFO course for 4 credits to count toward major electives to be selected from these options: GEOG 3100, MKTG 2930, or MKTG 3485.

Please note that BIA majors pursuing a major or minor offered by the Marketing Department or the Department of Geography and the Environment cannot count one of these courses toward both programs simultaneously. (For example, MKTG 2930 would count only toward the BIA major or the MKTG minor, but not both programs.)

<sup>2</sup> Maximum of 4 internship hours will count towards the 8 hours of major electives required

## Business Analytics Minor

### Minor Requirements

The Business Analytics minor is available to all traditional DU undergraduate students. Students may not pursue both the BIA minor and the Statistics minor.

Minimum 24 credits for non-business majors and 16 credits for business majors. Requirements include:

Code	Title	Credits
INFO 1010	Analytics I: Data Management and Analysis <sup>1</sup>	4
INFO 1020	Analytics II: Business Statistics and Analysis <sup>1</sup>	4
INFO 3100	Automating Business Processes	4
INFO 3140	Foundations of Information Management	4
<b>Electives</b>		
Any 2000- or 3000-level INFO elective <sup>2</sup>		4
Any 2000- or 3000-level INFO elective <sup>3</sup>		4
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> BSBA and BSACC students take INFO 1010 and INFO 1020 as part of the business core. INFO 1010 and 1020 contain Microsoft Office Specialist Certification and additional fees. Microsoft Certifications are encouraged for non-business majors, but they are not required to complete this minor. Please contact Daniels Undergraduate Programs with questions.

<sup>2</sup> Non-business majors complete INFO 2020 for one of their minor elective courses, unless they have completed an equivalent regression course. INFO 2020 is not an elective option for BSBA or BSACC students, as this course is required in the business core.

<sup>3</sup> Business Analytics minors must complete all of their minor requirements through INFO prefix coursework; GEOG or MKTG electives that are available to Business Analytics majors will not fulfill BIA minor requirements.

## Statistics Minor

The Statistics minor is available to all traditional DU undergraduate students.

### Minor Requirements

Students may not pursue both the Statistics minor and the BIA minor.

Minimum 20 credits for non-business majors and 16 credits for business majors. Requirements include:

Code	Title	Credits
INFO 1010	Analytics I: Data Management and Analysis <sup>1</sup>	4
INFO 1020	Analytics II: Business Statistics and Analysis <sup>1</sup>	4
Select three of the following courses (four for business majors):		12
INFO 2020	Analytics III: Business Modeling and Analysis <sup>2</sup>	
INFO 3100	Automating Business Processes	
INFO 3200	Data Mining and Visualization	
INFO 3340	Project Management and Simulation	
INFO 3400	Complex Data Analytics	
INFO 3440	Optimization Modeling	
INFO 3700	Topics in Business Analytics	
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> BSBA and BSACC students take INFO 1010, INFO 1020, and INFO 2020 as part of the business core, and they may not use these courses towards the minor. Business students must select four 2000- or 3000-level INFO electives in order to complete this minor.

INFO 1010 and 1020 contain Microsoft Office Specialist Certification and additional fees. Microsoft Certifications are encouraged for non-business majors, but they are not required to complete this minor. Please contact Daniels Undergraduate Programs with questions.

<sup>2</sup> INFO 2020 is not an option for BSBA or BSACC students.

### Requirements for Distinction in the Major in Business Analytics

Upon reaching 90 credit hours completed, students with a 3.50 cumulative GPA or higher, and a 3.85 Daniels GPA or higher, are invited to either create a portfolio of in-depth business experiences or to write a thesis to earn Distinction. See Daniels Undergraduate Programs or faculty in the department for more information.

This course plan is a sample schedule only. Individual course plans will vary based on incoming transfer credit, admission path to Daniels, prerequisites, availability of courses, minors, and other scheduling factors. You must meet with your Daniels academic advisor to develop an individual graduation plan for your specific needs.



First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
MATH 1200 <sup>1</sup>		4 INFO 1010		4 INFO 1020	4
BUS 1440		4 MGMT 2100		4 ECON 1020 <sup>2</sup>	4
Common Curriculum Course <sup>3</sup>		4 Common Curriculum Course <sup>3</sup>		4 Common Curriculum Course <sup>3</sup>	4
		BUS 1099		0	
		<b>16</b>		<b>16</b>	<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
LGST 2000		4 FIN 2800		4 BUS 3000	4
ACTG 2200		4 INFO 2020		4 BUS 2099	0
MKTG 2800		4 INTZ 2501 <sup>4</sup>		1-2 ACTG 2300	4
Common Curriculum Course <sup>3</sup>		4 Common Curriculum Course <sup>3</sup>		4 Elective	4
		Common Curriculum Course		4 Common Curriculum Course <sup>3</sup>	4
		<b>16</b>		<b>17-18</b>	<b>16</b>
Third Year					
Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad <sup>5</sup>		16 MGMT 3000		4 BUS 3800	4
Elective		INFO 3100		4 INFO 3200	4
		INFO 3140		4 INFO 3240	4
		BUS 3099		0 Elective	4
		Common Curriculum Course		4	
		<b>16</b>		<b>16</b>	<b>16</b>
Fourth Year					
Fall	Credits	Winter	Credits	Spring	Credits
INFO 3300		4 Advanced Seminar (ASEM)		4 INFO Elective	4
INFO 3340		4 INFO 3400		4 INFO 3500	4
INFO Elective		4 INFO 3440		4 Elective	4
Common Curriculum Course		4			
		<b>16</b>		<b>12</b>	<b>12</b>

Total Credits: 185-186

<sup>1</sup> MATH 1200 fulfills requirements for Analytical Inquiry: The Natural and Physical World

<sup>2</sup> ECON 1020 fulfills half the requirements for Scientific Inquiry: Society and Culture

<sup>3</sup> Common Curriculum Requirements (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>): Students are encouraged to complete Language or Scientific Inquiry: The Natural and Physical World sequences earlier in their studies; choose one for year 1 and the other for year 2.

<sup>4</sup> INTZ 2501 is required for any student who studies abroad and may be taken in any quarter within the year prior to studying abroad.

<sup>5</sup> If you are not an international student and you are not studying abroad, please work with your advisor to select a course to fulfill the Student International Experience Requirement (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/bachelorofscienceinbusinessadministration/>).

#### INFO 1010 Analytics I: Data Management and Analysis (4 Credits)

The amount of data businesses are able to maintain and process is growing exponentially, and the ability to manage that data successfully can give a business a tremendous competitive advantage. This course introduces the student to the business data landscape, as well as basic data management and analysis skills through spreadsheet and database applications. Student projects focus on data collection, data cleansing and mining, statistical and graphical analysis, basic modeling, and written presentation skills. Corequisite with INFO 1011.

#### INFO 1011 Microsoft Excel Certification Lab (0 Credits)

This course covers basic topics in Excel and is designed to prepare students for the Microsoft Office Specialist Excel exam (associate level) and to introduce students to the basic Excel features and functions that will be used in future classes and professional settings. In the Daniels College of Business, passing the Microsoft Office Excel Specialist Exam is a pre-requisite for other classes, is a requirement for secondary admission, and is a graduation requirement. The course uses projects to represent real-world scenarios. No prerequisites or restrictions.

#### INFO 1020 Analytics II: Business Statistics and Analysis (4 Credits)

Businesses can never have perfect information; therefore, they must employ statistical techniques to improve the decision-making process. This course introduces students to the basic tenets of probability and statistics, with an emphasis on business applications. Statistical models as decision-support tools are taught. Student projects focus on data collection, data analysis, decision analysis, and written presentation skills. Prerequisites: INFO 1010, and (MATH 1200 or MATH 1951). Corequisite: INFO 1021.

**INFO 1021 Microsoft PowerPoint and Word Certification Lab (0 Credits)**

This course covers basic topics in Word and PowerPoint and is designed to prepare students for the Microsoft Office Specialist Word and PowerPoint exams (associate level) and to introduce students to the basic Word and PowerPoint features that will be used in future classes and professional settings. In the Daniels College of Business, passing the Microsoft Office Word Specialist Exam and Microsoft Office PowerPoint Specialist Exam is a pre-requisite for other classes, is a requirement for secondary admission, and is a graduation requirement. The course uses projects to represent real-world scenarios. Corequisite: INFO 1020. No prerequisites or restrictions.

**INFO 1031 Advanced Excel Certification Lab (0 Credits)**

The course covers advanced topics in Excel. The course goes beyond just the topics on the Excel Expert Certification exam and looks at functions and features that students are likely to use in work situation. The course uses projects to represent real-world scenarios. A score of 850 or higher on the Microsoft Office Specialist Excel exam (associate level) is highly recommended (but not required) to be sufficiently prepared for this course, and to be able to progress through course material in preparation of the Microsoft Office Excel Expert exam.

**INFO 2020 Analytics III: Business Modeling and Analysis (4 Credits)**

Businesses make decisions and improve processes using a variety of modeling and analytic techniques. This course introduces the student to the techniques of multiple regression analysis, time series analysis, spreadsheet modeling, and simulation for solving a variety of business problems. Applications include economic forecasting, supply chain management, and project management. Student projects focus on using spreadsheet modeling for problem solving, and emphasize written and oral presentation techniques. Prerequisites: INFO 1020 and all MOS certifications.

**INFO 3100 Automating Business Processes (4 Credits)**

This course focuses on using Microsoft Excel and Python to support decision making for managers. This course will cover advanced Excel functions and menu options along with basic spreadsheet modeling design and good practices. It will also cover automating tasks in Excel using VBA. We will then transition into using Python to create programs outside of the Microsoft Office environment. In both platforms the focus is on basic programming logic, reading and writing data, creating data summaries and pivot tables and basic statistical tests and summaries. Prerequisite: INFO 2020.

**INFO 3110 Applied Nonparametric Statistics (4 Credits)**

This course develops a more advanced understanding of the fundamental concepts of probability and statistics, and how they relate to managerial type problems and decision making. You will develop experience performing and interpreting standard and particularly nonparametric data analysis methodologies, such as the sign test, the signed rank test, the rank sum test, and nonparametric correlations. You will obtain familiarity with a statistical software package. Prerequisite: INFO 2020 (minimum grade of C-).

**INFO 3140 Foundations of Information Management (4 Credits)**

This course introduces students to the foundations of information management (e.g. database management). Specifically, this course will focus on database theory, appropriate database design, modeling tools, and the practical issues of database implementation and management. Designing and developing databases is an iterative process, and the class approach will be practical and hands-on. Prerequisite: INFO 2020.

**INFO 3200 Data Mining and Visualization (4 Credits)**

This course explores the concepts of storytelling with data, prediction modeling, and presenting statistical results. It covers the concepts of visualization terminology along with all the steps of the modeling process: define goal, get data, explore & visualize data, pre-process data, partition the data series, apply modeling technique(s), evaluation and compare performance, implement the model, and communicate the results. The modeling techniques covered include Time Series Forecasting, Clustering, Principal Components Analysis, Decision Trees, Naïve Bayes, K-Nearest Neighbor, Multiple and Logistic Regression, and Machine Learning Approaches. This course also covers the interpretation of real-time business data in terms of dashboards and scorecards. Prerequisite: INFO 2020.

**INFO 3240 Enterprise Information Management (4 Credits)**

This is the second in a series of two courses designed to introduce students to information management. This course focuses on procedural programming using T-SQL, an introduction to an enterprise information management system using Microsoft SQL Server and an introduction to an integrated development environment using Microsoft Visual Studio. Prerequisite: INFO 3100 and INFO 3140.

**INFO 3300 Data Warehousing and Business Intelligence (4 Credits)**

This course introduces students to the main components of a data warehouse for business intelligence applications. Students will learn how a data warehouse fits into the overall strategy of a complex enterprise, how to develop data models useful for business intelligence, and how to combine data from disparate sources into a single database that comprises the core of a data warehouse. Students will also explore how to define and specify useful management reports from warehouse data. Prerequisite: INFO 3240.

**INFO 3320 Sports Analytics (4 Credits)**

This course serves as an introduction to sports analytics. Analytical topics will include, but are not limited to, regression (or predictive) modeling, optimization, ranking methodologies, web scraping, among others. Sports topics will include topics from most professional sports, gambling (daily fantasy sports), and business operations. In addition, the students will learn how to communicate their results (business reports, dashboards, etc.) of the various modeling exercises and projects using RStudio and the RMarkdown suite of tools.

**INFO 3340 Project Management and Simulation (4 Credits)**

"Cheaper, better, faster" is the mantra of modern business. Innovation, providing new products and services or using improved business processes, has become a prerequisite for businesses to thrive and flourish. Project Management is a discipline which supports innovation by examining how to facilitate one-time events such as constructing a building, installing a software system, taking a product to market, reengineering a marketing process, or merging an acquired company. In this course, we examine the science, practice the art, and discuss the folklore of project management to enable students to contribute to and manage projects as well as to judge when to apply this discipline. Monte Carlo simulation modeling is also covered to explore the benefits and limitations of simulation as a tool for solving business problems, and to present students with the opportunity to build, analyze, and report on Monte Carlo simulations. Prerequisite: INFO 2020.

**INFO 3350 Statistical Computing (4 Credits)**

This course will provide the student with a base of skills necessary to program in one or more common scripting software packages. No prior programming knowledge is required. After completion of the course, the student will be able to independently perform most basic statistical procedures using either software package. The student will also have the tools necessary to learn advanced topics from the software package documentation by themselves. Prerequisite: INFO 2020.

**INFO 3400 Complex Data Analytics (4 Credits)**

This course explores the concepts of the considerations and management of big data projects. It also explores technical aspects of performing text analytics and natural language processing, social network analysis, and social media analysis. We focus on social data for many of the examples and also explore how disparate data sources can be combined to provide insight for business decisions. Prerequisite: INFO 3200.

**INFO 3440 Optimization Modeling (4 Credits)**

This course introduces concepts and techniques for the modeling and solution of business decision problems. It gives broad coverage to the formulation of optimization models and the use of commercially available software tools for solving them. These models include topics such as linear programming, integer programming, the transportation and assignment problems, network optimization models and non-linear programming. Emphasis is placed on the process of analyzing business scenarios, formulating models in spreadsheet and open-source software, interpreting model output, and presenting written project reports. Prerequisite: INFO 2020.

**INFO 3477 Database-Driven Websites (4 Credits)**

This course provides a comprehensive overview of website development. Students explore the prevailing vocabulary, tools, and standards used in the field and learn how the various facets including HTML5, CSS, JavaScript, VBScript, ASP, PHP, HTTP, clients, servers, and databases function together in today's web environment. In addition, software and services that are easily incorporated into a website (e.g. maps, checkout, blogs, content management) are surveyed and discussed. Students produce an interactive website on the topic of their choice for the final project and leave the course prepared to develop real world database driven websites. Prerequisite: INFO 3140.

**INFO 3500 Capstone/Senior Project (4 Credits)**

This course gives the student an opportunity to apply the knowledge and skills learned in this program to a real-world problem submitted by a partner business. Students take a business problem from problem definition, data collection, and model construction, through analysis and presentation of results to recommendations for specific business decisions. Prerequisites: All other Business Analytics major courses.

**INFO 3700 Topics in Business Analytics (1-4 Credits)**

Exploration of various topics and issues related to timely analytics applications. Prerequisite: INFO 2020.

**INFO 3980 Internship (0-10 Credits)**

Internship; requires written report.

**INFO 3991 Independent Study (0-4 Credits)**

Independent research/study; requires written report.

**ITEC 3155 Business Data Skills and Concepts (4 Credits)**

This course is designed to give students an understanding of the technology underlying accounting information systems and help students develop more advanced data analysis skills. We will use the programming language Python to develop an understanding of the digital business logic that supports the operations of modern firms. We will learn to use Business Process Modeling Notation (BPMN) to graphically document operations and their underlying business logic. We will discuss and analyze a set of studies that use survey data from a global sample of executives and analysts to develop an understanding of the levels of technological sophistication in modern firms. We will also discuss and analyze distributed databases, information security, and eXtensible Business Reporting Language. Prerequisites: ACTG 3034, ACTG 3038 and ACTG 3037.

**ITEC 3325 Emerging Technologies (4 Credits)**

This course is for students who want a strategic edge: to understand how the advanced information technologies that are emerging today will impact business in the near to medium future. This course will equip students with an understanding of the key information technologies central to the knowledge economy, their current and prospective business uses, and lifelong skills in how to think about business uses of these technologies - to identify, critically analyze, and evaluate them. This course is for students who want to become key players in the coming economy by combining substantial understanding of the technology side with substantial understanding of the business side – applications and strategy. Prerequisites: INFO 2020.

**ITEC 3980 Internship (1-5 Credits)**

Practical experience (field study); requires written report. Instructor approval required.

**ITEC 3991 Independent Study (1-8 Credits)**

Independent research/study; requires written report. Instructor approval required.

# Center for World Languages and Cultures

Office: Sturm Hall, 391 Suite

Mail Code: 2000 E. Asbury Ave. Denver, CO 80210

Phone: 303-871-4601

Website: <https://liberalarts.du.edu/cwlc> (<https://liberalarts.du.edu/cwlcc/>)

Email: [cwlc@du.edu](mailto:cwlc@du.edu)

## About the Center

The Center for World Languages and Cultures (CWLC) supports and encourages the study of languages and cultures and provides free language tutoring for all DU students at the Language Center in the Anderson Academic Commons. The CWLC oversees the first-year language curriculum at DU. Course descriptions can be found in the Department of Languages, Literatures and Cultures (p. 428) and the Department of Spanish Language, Literary and Cultural Studies (p. 647). In addition, the Center facilitates credit-bearing and noncredit study options for a number of less commonly taught languages. The CWLC also administers the language placement tests for DU undergraduate students, as well proficiency tests for graduate students and language majors. The CWLC is generally open from 8 a.m.-4:30 p.m., Monday-Friday.

## Our Mission

The Center for World Languages & Cultures is committed to students' academic, professional, and personal growth. The CWLC puts language at the core of transformative learning and prepares students to communicate effectively -with intercultural knowledge and competence- in more than one language. Experiencing the world through the lens of a different language enhances students' capacity to identify their own cultural patterns, to compare and contrast them with others, and to respond empathetically to unfamiliar ways of being. For this reason, the Center aims to integrate languages and cultures into all fields of study, and to build and support intercultural communities at the University of Denver with its local and global communities and partners.

## Our Goals

- To enrich the first-year academic experience through excellence in teaching;
- To develop linguistic skills and cultural appreciation;
- To prepare students linguistically and culturally for studying abroad;
- To provide access to a diverse portfolio of language learning opportunities;
- To develop cross-cultural relationships with international strategic partner universities;
- To promote the integration of language and intercultural perspectives within the curriculum;
- To establish and maintain proficiency standards and coordinate language assessment across the University's programs and divisions;
- To provide support for DU's current and future language programs.

### INTZ 1101 Swedish as a Foreign Language: Level 1 (Lund SFSA11) (4 Credits)

This course is an introduction to the Swedish Language, emphasizing interpretive listening and reading, presentational speaking and writing, and interpersonal communication skills. The course consists of teaching and practical exercises pertaining to vocabulary, pronunciation, and sentence structure. Cultural topics pertaining to Sweden and Swedish society aim to facilitate students' transition into study abroad. This course is delivered synchronously via an online meeting software platform, such as Zoom, by a Swedish as a Foreign Language instructor at Lund University in Sweden. Students engage as a class remotely through both audio and video connection; students receive login instructions prior to week 1. Remote attendance and participation during class sessions is mandatory. NOTE: This course is offered for elective credit only. Successful completion of this course prepares students to register for Swedish as a Foreign Language: Level 2 (SFSA12) at Lund University.

### INTZ 1201 Korean: Beginning Level 1 (4 Credits)

This course is an introduction to the Korean Language, emphasizing interpretive listening and reading, presentational speaking and writing, and interpersonal communication skills. The course consists of teaching and practical exercises pertaining to vocabulary, pronunciation, and sentence structure. Cultural topics pertaining to Korean society aim to facilitate students' transition into study abroad. This is a hybrid course with lectures delivered synchronously via an online meeting software platform (Zoom) by a Korean Instructor at the University of Western Australia and face-to-face classes with a Korean Teaching Assistant on campus at DU. Attendance in both remote and in-person class sessions is mandatory.

### INTZ 1234 Directed Independent Language Study: Yoruba (4 Credits)

Directed Independent Language Study (DILS): Yoruba provides students the opportunity to study Yoruba language and culture. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students with cultural, academic and professional interests in Nigeria, Benin and/or the Yoruba language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1255 Directed Independent Language Study: Swahili (4 Credits)**

Directed Independent Language Study (DILS): Swahili provides students the opportunity to study Swahili (Kiswahili) language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in the African Great Lakes region and the Swahili Coast, as well as those with cultural, academic and professional interests in the Swahili language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1301 Portuguese: Beginning Level 1 (4 Credits)**

This course is an introduction to the Portuguese Language, emphasizing interpretive listening and reading, presentational speaking and writing, and interpersonal communication skills. The course consists of teaching and practical exercises pertaining to vocabulary, pronunciation, and sentence structure. Cultural topics pertaining to Portuguese and Brazilian society aim to facilitate students' transition into study abroad. This is an online course with lectures delivered synchronously via an online meeting software platform (Zoom) by a Portuguese Instructor at the Universidade Catolica Portuguesa. Attendance at remote class sessions is mandatory.

**INTZ 1810 Directed Independent Language Study: Arabic (4 Credits)**

Directed Independent Language Study (DILS): Arabic provides students the opportunity to study Arabic language and Arabic-speaking cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in various Middle-Eastern countries, as well as those with cultural, academic and professional interests in the Arabic language and Middle East Studies. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA) or approval.

**INTZ 1891 Directed Independent Language Study: Hindi (4 Credits)**

Directed Independent Language Study (DILS): Hindi provides students the opportunity to study Hindi language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in India, as well as those with cultural, academic and professional interests in the Hindi language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1910 Directed Independent Language Study: Quechua (4 Credits)**

Directed Independent Language Study (DILS): Quechua provides students the opportunity to study Quechua language and Quechua-speaking cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in various South American countries, as well as those with cultural, academic and professional interests in the Quechua language, Andean Studies, Indigenous languages and cultures. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1946 Directed Independent Language Study: Swedish (4 Credits)**

Directed Independent Language Study (DILS): Swedish provides students the opportunity to study Swedish language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in Sweden, as well as those with cultural, academic and professional interests in the Swedish language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1955 Directed Independent Language Study: Portuguese (4 Credits)**

Directed Independent Language Study (DILS): Portuguese provides students the opportunity to study Portuguese language and Portuguese-speaking cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in Brazil or Portugal, as well as those with cultural, academic and professional interests in the Portuguese language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).



**INTZ 1982 Directed Independent Language Study: Korean (4 Credits)**

Directed Independent Language Study (DILS): Korean provides students the opportunity to study Korean language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in South Korea, as well as those with cultural, academic and professional interests in the Korean language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1990 Directed Independent Language Study: Turkish (4 Credits)**

Directed Independent Language Study (DILS): Turkish provides students the opportunity to study Turkish language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in Turkey, as well as those with cultural, academic and professional interests in the Turkish language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**ARAB 1001 Elementary Arabic (4 Credits)**

The elementary Arabic three-quarter sequence aims at building practical communication skills to interact with speakers of Arabic and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Considering the diglossic nature of Arabic, students learn to speak in the Levantine dialect and read and write in Modern Standard Arabic, just like native speakers do. Students will also explore and reflect on Arabic cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Arabic sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Arabic context, operating at the novice high to intermediate low proficiency level. Arabic 1001 is designed for students with no prior knowledge of Arabic. Students with experience with the Arabic language should complete the placement test to determine the appropriate course level for their background.

**ARAB 1002 Elementary Arabic (4 Credits)**

The elementary Arabic three-quarter sequence aims at building practical communication skills to interact with speakers of Arabic and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Considering the diglossic nature of Arabic, students learn to speak in the Levantine dialect and read and write in Modern Standard Arabic, just like native speakers do. Students will also explore and reflect on Arabic cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Arabic sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Arabic context, operating at the novice high to intermediate low proficiency level. Prerequisite: ARAB 1001 or equivalent.

**ARAB 1003 Elementary Arabic (4 Credits)**

The elementary Arabic three-quarter sequence aims at building practical communication skills to interact with speakers of Arabic and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Considering the diglossic nature of Arabic, students learn to speak in the Levantine dialect and read and write in Modern Standard Arabic, just like native speakers do. Students will also explore and reflect on Arabic cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Arabic sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Arabic context, operating at the novice high to intermediate low proficiency level. Prerequisite: ARAB 1002 or equivalent.

**ARAB 1350 From Iraq to Morocco: Arabic Culture and Society Through Film (4 Credits)**

This course examines cultural and societal aspects of the Middle East and North Africa and presents this vast area as a broad and diverse region with diverse history, religion, and culture. Students will learn how to approach films ethnographically by subjecting each movie to a rigorous social analysis. Among topics covered are colonialism and its lasting effects, child trafficking, religion, wars, Arab-Israeli conflict, and women in the Middle East. Screening of Arabic films with English subtitles is a central part of the course. Assigned readings are designed to provide background on the particular historical and cultural contexts in which the films are produced. The course will bring awareness and/or shatter the multiple stereotypes surrounding the Arabs; but additionally, the discussions will transcend national borders and uncover social issues that may be more severe in the Arab world, but are universal and certainly not unique to the Middle East and North Africa. The course is in English and open to all interested. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARAB 1351 Tales from the Arabian Nights: Reading across Time and Space (4 Credits)**

No doubt that through their magical transformations and marvelous plots, the stories of the Arabian Nights, also known as One Thousand and One Nights, have a great entertainment value and that the imaginary setting of the tales has fascinated and inspired many authors and artists. However, this collection of stories has also significantly contributed to how the West views the Middle East: an exotic world populated by negative images such as conniving and manipulating harem women and violent and unscrupulous Arab men. The Tales of the Arabian Nights provide a unique platform for the discussion of current issues such as orientalism, stereotyping, and gender discrimination. In this course, we will select a handful of stories to serve as a catalyst for inquiry to show how this shared narrative passed on from generation to generation, has contributed to the creation of an 'exotic' East invented by the colonial West. We will show that the Middle East, like the rest of the world, is in a state of flux and the text is not a historical account of the medieval Arab world and cannot be viewed a-historically. We will unveil all the stereotypes that have been subtly, or not so subtly, implanted in the mind of the west through an often-erroneous portrayal of the Arab world. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**CHIN 1001 Elementary Chinese (4 Credits)**

An introductory course in Modern Standard Chinese (Mandarin) designed to develop students' ability to communicate in Mandarin Chinese in linguistically and culturally appropriate ways. This course adopts a task-supported and proficiency-based curriculum, so it focuses on both engaging students in the learning process through real-life tasks and helping students reach the learning outcomes. This course counts towards the Language requirement of the Common Curriculum.

**CHIN 1002 Elementary Chinese (4 Credits)**

An introductory course in Modern Standard Chinese (Mandarin) designed to develop students' ability to communicate in Mandarin Chinese in linguistically and culturally appropriate ways. This course adopts a task-supported and proficiency-based curriculum, so it focuses on both engaging students in the learning process through real-life tasks and helping students reach the learning outcomes. This is the second course in a three-quarter sequence. This course counts towards the Language requirement of the Common Curriculum. Pre requisite: CHIN 1001 or equivalent, or permission of the instructor.

**CHIN 1003 Elementary Chinese (4 Credits)**

An introductory course in Modern Standard Chinese (Mandarin) designed to develop students' ability to communicate in Mandarin Chinese in linguistically and culturally appropriate ways. This course adopts a task-supported and proficiency-based curriculum, so it focuses on both engaging students in the learning process through real-life tasks and helping students reach the learning outcomes. This is the third course in a three-quarter sequence. This course counts towards the Language requirement of the Common Curriculum. Prerequisite: CHIN 1002 or equivalent, or permission of the instructor.

**FREN 1001 Français élémentaire (4 Credits)**

Connect with the diverse population around the world that uses French by developing practical communication skills and by learning about other cultural perspectives than your own to develop global insight and the foundations of intercultural awareness. Acquire the necessary competencies to interact in French with people from other countries, and from your own. In each unit, students will assume the role of a job applicant related to the material studied and will use their French communication skills in fun, practical, hands-on ways both in and out of class. First quarter in a three-quarter sequence. FREN 1001 is designed for students with no previous French experience. Students with more than 2 years of high school French must take the placement exam and enroll in a higher-level course.

**FREN 1002 Français élémentaire (4 Credits)**

Connect with the diverse population around the world that uses French by developing practical communication skills and by learning about other cultural perspectives than your own to develop global insight and the foundations of intercultural awareness. Acquire the necessary competencies to interact in French with people from other countries, and from your own. In each unit, students will assume the role of a job applicant related to the material studied and will use their French communication skills in fun, practical, hands-on ways both in and out of class. Second quarter in a three-quarter sequence. Prerequisite: FREN 1001 or equivalent.

**FREN 1003 Français élémentaire (4 Credits)**

Connect with the diverse population around the world that uses French by developing practical communication skills and by learning about other cultural perspectives than your own to develop global insight and the foundations of intercultural awareness. Acquire the necessary competencies to interact in French with people from other countries, and from your own. In each unit, students will assume the role of a job applicant related to the material studied and will use their French communication skills in fun, practical, hands-on ways both in and out of class. Third quarter in a three-quarter sequence. Prerequisite: FREN 1002 or equivalent.

**GERM 1001 Elementary German (4 Credits)**

Basic speech patterns, grammar and syntax; emphasis on oral skills; introduction to German culture. First quarter of three quarter sequence.

**GERM 1002 Elementary German (4 Credits)**

Basic speech patterns, grammar and syntax; emphasis on oral skills; introduction to German culture. Second quarter of three quarter sequence. Prerequisite: GERM 1001 or equivalent.

**GERM 1003 Elementary German (4 Credits)**

Basic speech patterns, grammar and syntax; emphasis on oral skills; introduction to German culture. Third quarter of three quarter sequence. Prerequisite: GERM 1002 or equivalent.

**HEBR 1001 Elementary Hebrew (4 Credits)**

Hebrew 1001 is designed for students with little or no prior knowledge of Hebrew. This course aims to provide practical language skills for meaningful communication in real-life situations. It is designed to develop all four language skills: listening, speaking, reading, and writing, weaving them all into daily classes through a communicative-cultural approach. First course in a three-quarter sequence.

**HEBR 1002 Elementary Hebrew (4 Credits)**

Hebrew 1002 is the second course in a three-quarter sequence. This course aims to provide practical language skills for meaningful communication in real-life situations. It is designed to develop all four language skills: listening, speaking, reading, and writing, weaving them all into daily classes through a communicative-cultural approach. Prerequisite: HEBR 1001 or equivalent.

**HEBR 1003 Elementary Hebrew (4 Credits)**

This is the third course in the elementary Hebrew sequence. It aims to provide practical language skills for meaningful communication in real-life situations. It is designed to develop all four language skills: listening, speaking, reading, and writing, weaving them all into daily classes through a communicative-cultural approach. Prerequisite: HEBR 1002 or equivalent.

**ITAL 1001 Elementary Italian (4 Credits)**

Build practical communication skills to interact with speakers of Italian and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Explore and reflect on Italian cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Italian sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Italian context, operating at the novice high to intermediate low proficiency level. Italian 1001 is designed for students with no prior knowledge of Italian. Students with experience with the Italian language should complete the placement test to determine the appropriate course level for their background.

**ITAL 1002 Elementary Italian (4 Credits)**

Build practical communication skills to interact with speakers of Italian and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Explore and reflect on Italian cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Italian sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Italian context, operating at the novice high to intermediate low proficiency level. Prerequisite: ITAL 1001 or equivalent.

**ITAL 1003 Elementary Italian (4 Credits)**

Build practical communication skills to interact with speakers of Italian and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Explore and reflect on Italian cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Italian sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Italian context, operating at the novice high to intermediate low proficiency level. Prerequisite: ITAL 1002 or equivalent.

**JAPN 1001 Elementary Japanese (4 Credits)**

The Elementary Japanese sequence helps students develop communicative competence in basic spoken and written Japanese and explore Japanese cultural practices and perspectives to enrich cultural competence and reflect on their own. First quarter of a three-quarter sequence. Japanese 1001 is designed for students with no prior knowledge of Japanese. Students who have experience with the Japanese language should complete the placement test to determine the appropriate course level for their background.

**JAPN 1002 Elementary Japanese (4 Credits)**

The Elementary Japanese sequence helps students develop communicative competence in basic spoken and written Japanese and explore Japanese cultural practices and perspectives to enrich cultural competence and reflect on their own. Second quarter of a three-quarter sequence. Prerequisite: JAPN 1001 or equivalent.

**JAPN 1003 Elementary Japanese (4 Credits)**

The Elementary Japanese sequence helps students develop communicative competence in basic spoken and written Japanese and explore Japanese cultural practices and perspectives to enrich cultural competence and reflect on their own. Third quarter of a three-quarter sequence. Prerequisite: JAPN 1002 or equivalent.

**RUSS 1001 Elementary Russian (4 Credits)**

The elementary Russian sequence provides a comprehensive introduction to Russian language and culture, while ensuring a solid command of fundamental grammatical structures. By the completion of this course, all students are expected to acquire a proficiency level of "Novice High" or better in listening, speaking, reading, and writing. In addition, the course offers students meaningful opportunities to analyze and explore common beliefs, attitudes, and behavioral patterns of Russian-speaking people in a global comparative context. As a result, students will develop the capacity to identify their own cultural patterns, compare and contrast with others, and adapt empathetically to unfamiliar ways of being. Russian 1001 is designed for students with no prior knowledge of Russian. Students who have experience with the Russian language should complete the placement test to determine the appropriate course level for their background.

**RUSS 1002 Elementary Russian (4 Credits)**

The elementary Russian sequence provides a comprehensive introduction to Russian language and culture, while ensuring a solid command of fundamental grammatical structures. By the completion of this course, all students are expected to acquire a proficiency level of "Novice High" or better in listening, speaking, reading, and writing. In addition, the course offers students meaningful opportunities to analyze and explore common beliefs, attitudes, and behavioral patterns of Russian-speaking people in a global comparative context. As a result, students will develop the capacity to identify their own cultural patterns, compare and contrast with others, and adapt empathetically to unfamiliar ways of being. Prerequisite: RUSS 1001 or permission of instructor.

**RUSS 1003 Elementary Russian (4 Credits)**

The elementary Russian sequence provides a comprehensive introduction to Russian language and culture, while ensuring a solid command of fundamental grammatical structures. By the completion of this course, all students are expected to acquire a proficiency level of "Novice High" or better in listening, speaking, reading, and writing. In addition, the course offers students meaningful opportunities to analyze and explore common beliefs, attitudes, and behavioral patterns of Russian-speaking people in a global comparative context. As a result, students will develop the capacity to identify their own cultural patterns, compare and contrast with others, and adapt empathetically to unfamiliar ways of being. Prerequisite: RUSS 1002 or permission of instructor.

**SPAN 1001 Beginning Spanish (4 Credits)**

The Beginning Spanish sequence aims to provide practical language skills for meaningful communication in real situations, with the goal of connecting with the diverse Spanish-speaking populations around the world and in the US. Three quarter sequence. Span 1001 is designed for students with no previous Spanish experience. Students with more than 2 years of high school Spanish or who grew up in a Spanish-speaking environment must take the placement exam and enroll in a higher-level course.

**SPAN 1002 Beginning Spanish (4 Credits)**

The Beginning Spanish sequence aims to provide practical language skills for meaningful communication in real situations, with the goal of connecting with the diverse Spanish-speaking populations around the world and in the US. Three quarter sequence. Prerequisite: SPAN 1001 or equivalent.

**SPAN 1003 Beginning Spanish (4 Credits)**

The Beginning Spanish sequence aims to provide practical language skills for meaningful communication in real situations, with the goal of connecting with the diverse Spanish-speaking populations around the world and in the US. Three quarter sequence. Prerequisite: SPAN 1002 or equivalent.

## Chemistry and Biochemistry

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The Department of Chemistry and Biochemistry offers a program of study that combines a traditional classroom emphasis with an innovative laboratory experience. In addition to providing excellent training for graduate study in chemistry and biochemistry, the program also is a strong pre-professional degree. A degree in chemistry, biochemistry or environmental chemistry prepares students for a variety of careers in chemical and biochemical research, medicine, life sciences, environmental science, atmospheric sciences, materials science, oceanography and teaching in chemistry or science in general. It also prepares students for employment with chemical, pharmaceutical, biotechnology, medical products, natural resources and environmental companies.

Because most medical and dental schools require a minimum of two years of chemistry for admission, a major in chemistry or biochemistry provides an excellent background for premed or pre-dental majors. Students who complete the bachelor of science in chemistry curriculum are certified by the American Chemical Society.

## Chemistry

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Minimum of 40 credits of chemistry. Requirements include the following:

Code	Title	Credits
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2131 & CHEM 2141	Chemistry of the Elements and Chemistry of the Elements Lab	4
CHEM 2270	Quantitative Chemical Analysis	4
CHEM 2451 & CHEM 2461	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2452 & CHEM 2462	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2453 & CHEM 2463	Organic Chemistry III and Organic Chemistry Lab III	4
CHEM 3610	Physical Chemistry I	3
CHEM 3210	Instrumental Analysis (or CHEM 3820 Biochemistry Lab)	4
CHEM at 3000 level or higher <sup>1</sup>		5
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> A maximum of three credits of CHEM 3995 Independent Research can count toward the credits for electives.

### Additional Requirements

Code	Title	Credits
<b>Calculus</b>		
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
<b>Physics</b>		
One year, preferably:		
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1213	University Physics III	5
<b>Total Credits</b>		<b>27</b>

### Bachelor of Arts Minor Requirements

20 credits of chemistry. Requirements include:

Code	Title	Credits
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2131 & CHEM 2141	Chemistry of the Elements and Chemistry of the Elements Lab	4
CHEM 2451 & CHEM 2461	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2452 & CHEM 2462	Organic Chemistry II and Organic Chemistry Lab II	4
<b>Total Credits</b>		<b>20</b>

### Bachelor of Science Major Requirements

(183 credits required for the degree (p. 95))

Minimum of 47 credits in chemistry. Requirements include the following:

Code	Title	Credits
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2131 & CHEM 2141	Chemistry of the Elements and Chemistry of the Elements Lab	4
CHEM 2270	Quantitative Chemical Analysis	4
CHEM 2451 & CHEM 2461	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2452 & CHEM 2462	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2453 & CHEM 2463	Organic Chemistry III and Organic Chemistry Lab III	4

CHEM 3210	Instrumental Analysis	4
CHEM 3610	Physical Chemistry I	3
CHEM 3620	Physical Chemistry II	3
CHEM 3621	Physical Chemistry III	3
CHEM 3500	Chemistry Frontiers	3
CHEM at the 3000 level or higher		3

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**Total Credits** **47**

### Additional Requirements

Code	Title	Credits
Calculus		
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
Physics		
One year, preferably:		
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1213	University Physics III	5
<b>Total Credits</b>		<b>27</b>

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### Bachelor of Science Minor Requirements

20 credits of chemistry. Requirements include:

Code	Title	Credits
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2131 & CHEM 2141	Chemistry of the Elements and Chemistry of the Elements Lab	4
CHEM 2451 & CHEM 2461	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2452 & CHEM 2462	Organic Chemistry II and Organic Chemistry Lab II	4
<b>Total Credits</b>		<b>20</b>

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### Bachelor of Science in Chemistry Major Requirements

(183 credits required for the degree (p. 100))

Minimum of 62 credits in chemistry. Requirements include the following:

Code	Title	Credits
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2131 & CHEM 2141	Chemistry of the Elements and Chemistry of the Elements Lab	4
CHEM 2270	Quantitative Chemical Analysis	4

CHEM 2451 & CHEM 2461	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2452 & CHEM 2462	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2453 & CHEM 2463	Organic Chemistry III and Organic Chemistry Lab III	4
CHEM 3210	Instrumental Analysis	4
CHEM 3610	Physical Chemistry I	3
CHEM 3620	Physical Chemistry II	3
CHEM 3621	Physical Chemistry III	3
CHEM 3811	Biochemistry-Proteins	3
CHEM 3820	Biochemistry Lab	3
CHEM 3500	Chemistry Frontiers	3
CHEM 3995	Independent Research <sup>1</sup>	6
CHEM at the 3000 level		6
<b>Total Credits</b>		<b>62</b>

<sup>1</sup> Thesis required

### Additional Requirements

Code	Title	Credits
<b>Mathematics</b>		
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
Math or Computer Science Electives		8
<b>Physics</b>		
One year, preferably:		
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1213	University Physics III	5
<b>Total Credits</b>		<b>35</b>

## Biochemistry

### Bachelor of Science Major Requirements

(183 credits required for the degree (p. 95))

Minimum of 47 credits in chemistry. Requirements include the following:

Code	Title	Credits
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2131 & CHEM 2141	Chemistry of the Elements and Chemistry of the Elements Lab	4
CHEM 2270	Quantitative Chemical Analysis	4
CHEM 2451 & CHEM 2461	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2452 & CHEM 2462	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2453 & CHEM 2463	Organic Chemistry III and Organic Chemistry Lab III	4



CHEM 3210	Instrumental Analysis	4
CHEM 3610	Physical Chemistry I	3
CHEM 3811	Biochemistry-Proteins	3
CHEM 3812	Biochemistry-Membranes/Metabolism	3
CHEM 3813	Biochemistry-Nucleic Acids	3
CHEM 3820	Biochemistry Lab	3

**Total Credits** **47**

### Additional Requirements

Code	Title	Credits
<b>Biology</b> <sup>2</sup>		
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2120 & BIOL 2121	Cell Structure and Function and Cell Structure & Function Lab	5
BIOL 2510 & BIOL 2511	General Genetics and General Genetics Lab	5
Chemistry 3xxx OR Biology 2xxx/3xxx		3-4

### Mathematics

MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4

### Physics

One year, preferably:

PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1213	University Physics III	5

**Total Credits** **50-51**

<sup>2</sup> These courses satisfy a minor in biological sciences, provided the minor is declared by the student.

## Bachelor of Science in Chemistry with Biochemistry Concentration Requirements

(183 credits required for the degree (p. 100))

Minimum of 62 credits in chemistry. Requirements include the following:

Code	Title	Credits
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2131 & CHEM 2141	Chemistry of the Elements and Chemistry of the Elements Lab	4
CHEM 2270	Quantitative Chemical Analysis	4
CHEM 2451 & CHEM 2461	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2452 & CHEM 2462	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2453 & CHEM 2463	Organic Chemistry III and Organic Chemistry Lab III	4
CHEM 3210	Instrumental Analysis	4

CHEM 3610	Physical Chemistry I	3
CHEM 3620	Physical Chemistry II	3
CHEM 3621	Physical Chemistry III	3
CHEM 3811	Biochemistry-Proteins	3
CHEM 3812	Biochemistry-Membranes/Metabolism	3
CHEM 3820	Biochemistry Lab	3
CHEM 3813	Biochemistry-Nucleic Acids	3
CHEM 3500	Chemistry Frontiers	3
CHEM 3995	Independent Research <sup>1</sup>	6
<b>Total Credits</b>		<b>62</b>

<sup>1</sup> Thesis required

### Additional Requirements

Code	Title	Credits
<b>Biology</b>		
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2120 & BIOL 2121	Cell Structure and Function and Cell Structure & Function Lab	5
Biology Elective		5
<b>Calculus</b>		
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
Math or Computer Science Electives		8
<b>Physics</b>		
One year, preferably:		
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1213	University Physics III	5
<b>Total Credits</b>		<b>55</b>

## Environmental Chemistry

### Bachelor of Science Major Requirements

(183 credits required for the degree (p. 95))

Minimum of 47 credits in chemistry. Requirements include the following:

Code	Title	Credits
<b>Required CHEM coursework</b>		
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2131 & CHEM 2141 or CHEM 2240	Chemistry of the Elements and Chemistry of the Elements Lab Introduction to Environmental Chemistry	4
CHEM 2270	Quantitative Chemical Analysis	4

CHEM 2451 & CHEM 2461	Organic Chemistry I and Organic Chemistry Lab I	4
CHEM 2452 & CHEM 2462	Organic Chemistry II and Organic Chemistry Lab II	4
CHEM 2453 & CHEM 2463	Organic Chemistry III and Organic Chemistry Lab III	4
CHEM 3210	Instrumental Analysis	4
CHEM 3610	Physical Chemistry I	3
CHEM 3500	Chemistry Frontiers	3
CHEM 3410	Atmospheric Chemistry	3
CHEM 3411	Aquatic Chemistry	3
CHEM 3412	Environmental Chemistry & Toxicology	3
<b>Total Credits</b>		<b>47</b>

**Additional Requirements <sup>1</sup>**

Code	Title	Credits
<b>Calculus</b>		
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
<b>Physics</b>		
One year, preferably:		
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1213	University Physics III	5
<b>Total Credits</b>		<b>27</b>

<sup>1</sup> Of the two minors required for this BS degree, one must be in biology, environmental science, GIS or sustainability.

**Environmental Chemistry Minor Requirements**

21-22 credits of chemistry. May not be paired with any B.S. or B.A. majors offered through the Department of Chemistry and Biochemistry or with the Chemistry minor. Requirements include:

Code	Title	Credits
<b>One year of Chemistry with lab is required.</b>		
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2240 or CHEM 2131	Introduction to Environmental Chemistry Chemistry of the Elements	4
<b>Choose 3 courses from the following list.</b>		<b>9-10</b>
A minimum of two courses must chosen be from these three options:		
CHEM 3410	Atmospheric Chemistry	
CHEM 3411	Aquatic Chemistry	
CHEM 3413	Aerosol Science	
A maximum of one additional course with lab from the following list may be chosen.		
CHEM 2270	Quantitative Chemical Analysis	

CHEM 2451  
& CHEM 2461

Organic Chemistry I  
and Organic Chemistry Lab I

**Total Credits****21****Requirements for Distinction in the Major for the Bachelor of Arts or Bachelor of Science Degrees**

- Minimum 3.0 cumulative GPA
- Minimum 3.5 major GPA
- CHEM 3500 (Frontiers) or CHEM 3820 (Biochemistry Lab)
- Six credits of research
- Completion of a thesis
- Presentation of poster at Undergraduate Research Symposium

The recommended order of courses is listed below for each degree. Please consult your advisor each quarter.

## Chemistry

### Bachelor of Arts (p. 92)

Chemistry credit: 40; calculus credit: 12; physics credit: 15

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
CHEM 1010	3	CHEM 1020	3	CHEM 2131	3
CHEM 1240	1	CHEM 1250	1	CHEM 2141	1
MATH 1951 <sup>1</sup>	4	MATH 1952 or 1962	4	MATH 1953 or 1963	4
Electives	4	Electives	4	Electives	4
	<b>16</b>		<b>16</b>		<b>16</b>

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
CHEM 2451	3	CHEM 2452	3	CHEM 2453	3
CHEM 2461	1	CHEM 2462	1	CHEM 2463	1
Physics and Lab <sup>1</sup>	5	Physics and Lab	5	Physics and Lab	5
Electives	6	Electives	6	Electives	6
	<b>15</b>		<b>15</b>		<b>15</b>

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
CHEM 3610	3	CHEM Elective <sup>2</sup>	3	CHEM 2270	4
Electives	12	Electives	12	Electives	12
	<b>15</b>		<b>15</b>		<b>16</b>

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
CHEM Elective <sup>2</sup>	3	CHEM 3820 <sup>3</sup>	3	CHEM 3210 <sup>3</sup>	4
Electives	12	Electives	12	Electives	10
	<b>15</b>		<b>15</b>		<b>14</b>

Total Credits: 183

<sup>1</sup> One year of calculus is required. One year of University Physics (recommended) or General Physics is required. Physics is a prerequisite for Physical Chemistry. The third quarter of physics may be taken at the same time as Physical Chemistry I. Students are encouraged to take Physical Chemistry II and III.

<sup>2</sup> 3000-level CHEM course.

<sup>3</sup> Either CHEM 3820 (CHEM 3811 is a prerequisite) in winter or CHEM 3210 in spring of 4th year.

### Bachelor of Science (p. 95)

Chemistry credit: 47; calculus credit 12; physics credit: 15

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010	3	CHEM 1020		3 CHEM 2131	3
CHEM 1240	1	CHEM 1250		1 CHEM 2141	1
MATH 1951 <sup>1</sup>	4	MATH 1952 or 1962		4 MATH 1953 or 1963	4
Electives	4	Electives		4 Electives	4
	<b>16</b>			<b>16</b>	<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
CHEM 2451	3	CHEM 2452		3 CHEM 2270	4
CHEM 2461	1	CHEM 2462		1 CHEM 2453	3
Electives	12	Physics and lab <sup>1</sup>		5 CHEM 2463	1
		Electives		6 Physics and lab	5
				Electives	3
	<b>16</b>			<b>15</b>	<b>16</b>
Third Year					
Fall	Credits	Winter	Credits	Spring	Credits
CHEM 3610	3	CHEM 3620		3 CHEM 3210	4
Physics and lab	5	Electives		12 CHEM 3621	3
Electives	6			Electives	9
	<b>14</b>			<b>15</b>	<b>16</b>
Fourth Year					
Fall	Credits	Winter	Credits	Spring	Credits
CHEM Elective <sup>2</sup>	3	CHEM 3500		3 Electives	13
Electives	12	Electives		12	13
	<b>15</b>			<b>15</b>	<b>13</b>

Total Credits: 183

<sup>1</sup> One year of calculus is required. One year of University Physics (recommended) or General Physics is required. Physics is a prerequisite for Physical Chemistry. The third quarter of physics may be taken at the same time as Physical Chemistry I.

<sup>2</sup> 3000-level CHEM course.

## Bachelor of Science in Chemistry (p. 100)

Chemistry credit: 62; math and computer science credit: 20; physics credit: 15

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010	3	CHEM 1020		3 CHEM 2131	3
CHEM 1240	1	CHEM 1250		1 CHEM 2141	1
MATH 1951 <sup>1</sup>	4	MATH 1952 or 1962		4 MATH 1953 or 1963	4
Electives	4	Electives		4 Electives	4
	<b>16</b>			<b>16</b>	<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
CHEM 2451	3	CHEM 2452		3 CHEM 2270	4
CHEM 2461	1	CHEM 2462		1 CHEM 2453	3
Math or computer science	4	Physics and lab		5 CHEM 2463	1
Electives	6	Math or computer science		4 Physics and Lab	5
		Electives		3 Math or Computer Science	3
	<b>14</b>			<b>16</b>	<b>16</b>
Third Year					
Fall	Credits	Winter	Credits	Spring	Credits
CHEM 3610	3	CHEM 3620		3 CHEM 3621	3
CHEM 3811	3	CHEM 3820		3 CHEM 3210	4
Physics and lab	5	Electives		9 Electives	9

Electives	5				
	16			15	16
<b>Fourth Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
CHEM 3995	2	CHEM 3500	3	CHEM 3995	2
CHEM Elective <sup>2</sup>	3	CHEM 3995	2	Electives	
Electives	9	Electives		CHEM Elective	3
		Electives		10 Electives	9
	14			15	14

Total Credits: 183

<sup>1</sup> 20 credits of math and computer science is required, including one year of calculus. One year of University Physics (recommended) or General Physics is required. Physics is a prerequisite for Physical Chemistry. The third quarter of physics may be taken at the same time as Physical Chemistry I.

<sup>2</sup> Minimum of six credits of CHEM 3995 with written thesis.

## Biochemistry

### Bachelor of Science (p. 95)

Chemistry credit: 47-50; biological sciences credit: 20-24; calculus credit: 12; physics credit: 15

<b>First Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010	3	CHEM 1020	3	CHEM 2131	3
CHEM 1240	1	CHEM 1250	1	CHEM 2141	1
MATH 1951 <sup>1</sup>	4	BIOL 1011	4	BIOL 1010	4
Electives	3	BIOL 1021	1	BIOL 1020	1
		MATH 1952 or 1962	4	MATH 1953 or 1963	4
	15			17	17

<b>Second Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
CHEM 2451	3	CHEM 2452	3	CHEM 2270	4
CHEM 2461	1	CHEM 2462	1	CHEM 2453	3
BIOL 2120	4	BIOL 2510 & BIOL 2511	5	CHEM 2463	1
BIOL 2121	1	Physics and lab	5	Physics and lab	5
Physics and lab <sup>1</sup>	5			Electives	3
	14			14	16

<b>Third Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
CHEM 3811	3	CHEM 3812	3	CHEM 3813	3
CHEM 3610	3	CHEM 3820	3	CHEM 3210	4
Electives	9	Electives	9	Chemistry OR Biology elective <sup>2</sup>	3-4
				Electives	6
	15			15	16-17

<b>Fourth Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Electives	15	Electives	15	Electives	12
	15			15	12

Total Credits: 183

<sup>1</sup> One year of calculus is required. One year of University Physics (recommended) or General Physics is required. Physics is a prerequisite for Physical Chemistry. The third quarter of physics may be taken at the same time as Physical Chemistry I. Students are encouraged to take Physical Chemistry II and III. Biochemistry majors are encouraged to take research even if this brings their total chemistry credits over 47.

<sup>2</sup> Chemistry 3xxx OR Biology 2xxx/3xxx (3-4 credits). Elective may be completed at any time.



## Bachelor of Science in Chemistry with Biochemistry Concentration (p. 100)

Chemistry credit: 62; biological sciences credit: 20; math and computer science credit: 20; physics credit: 15

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010	3	CHEM 1020	3	CHEM 2131	3
CHEM 1240	1	CHEM 1250	1	CHEM 2141	1
MATH 1951 <sup>1</sup>	4	BIOL 1021	1	BIOL 1010	4
Electives	3	BIOL 1011	4	BIOL 1020	1
		MATH 1952 or 1962	4	MATH 1953 or 1963	4
	15		17		17
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
CHEM 2451		3 CHEM 2452		3 CHEM 2270	4
CHEM 2461	1	CHEM 2462	1	CHEM 2453	3
Math or computer science	4	Physics and lab <sup>1</sup>	5	CHEM 2463	1
BIOL 2120	4	Biology elective <sup>2</sup>	5	Physics and lab	5
BIOL 2121	1			Math or computer science	4
Electives	3				
	16		14		17
Third Year					
Fall	Credits	Winter	Credits	Spring	Credits
CHEM 3610	3	CHEM 3620	3	CHEM 3621	3
CHEM 3811	3	CHEM 3820	3	CHEM 3813	3
Physics and Lab	5	CHEM 3812	3	CHEM 3210	4
Electives	3	Electives	6	Electives	6
	14		15		16
Fourth Year					
Fall	Credits	Winter	Credits	Spring	Credits
CHEM 3995	2	CHEM 3500	3	CHEM 3995	2
Electives	12	CHEM 3995	2	Electives	12
		Electives	9		
	14		14		14

Total Credits: 183

<sup>1</sup> 20 credits of math or computer science is required, including one year of calculus. One year of University Physics (recommended) or General Physics is required. Physics is a prerequisite for Physical Chemistry. The third quarter of physics may be taken at the same time as Physical Chemistry I.

<sup>2</sup> Take a 2000- or 3000-level biology course.

<sup>3</sup> Minimum of six credits of CHEM 3995 with written thesis.

## Environmental Chemistry

### Bachelor of Science (p. 95)

Chemistry credit: 47; calculus credit: 12; physics credit: 15; one minor must be in biology, environmental science, GIS, or sustainability.

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
CHEM 1010	3	CHEM 1020	3	MATH 1953 or 1963	4
CHEM 1240	1	CHEM 1250	1	CHEM 2240	4
MATH 1951 <sup>1</sup>	4	MATH 1952 or 1962	4	Electives	3
Electives	3	Electives	3		
	15		15		15

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
CHEM 2451	3	CHEM 2452	3	CHEM 2270	4
CHEM 2461	1	CHEM 2462	1	CHEM 2453	3
Physics and lab <sup>1</sup>	5	Physics and lab	5	CHEM 2463	1
Electives	7	Electives	6	Physics and lab	5
				Electives	3
		<b>16</b>			<b>16</b>

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
CHEM 3610	3	CHEM 3412	3	CHEM 3210	4
CHEM 3410	3	Electives	12	CHEM 3411	3
Physics and Lab	5			Electives	8
Electives	3				
		<b>14</b>			<b>15</b>
					<b>15</b>

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
Electives	16	CHEM 3500	3	Electives	16
		Electives	12		
		<b>16</b>			<b>16</b>
					<b>15</b>
					<b>16</b>

Total Credits: 183

<sup>1</sup> One year of calculus is required. One year of University Physics (recommended) or General Physics is required. Physics is a prerequisite for Physical Chemistry. The third quarter of physics may be taken at the same time as Physical Chemistry I. Students are encouraged to take Physical Chemistry II and III.

**CHEM 1001 Science of Contemporary Issues I (4 Credits)**

CHEM 1001 is the first class in a three-quarter sequence focused on real-world applications of chemistry. The first quarter focuses on sustainability, pollution, and climate change. To understand these topics, we will explore the behavior of gases, properties of solutions, chemical reactions in the atmosphere, and acid-base chemistry. This course cannot be taken for credit for a chemistry major or minor. A lab fee is associated with this course. The course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**CHEM 1002 Science of Contemporary Issues II (4 Credits)**

CHEM 1002 is the second class in a three-quarter sequence focused on real-world applications of chemistry. This course focuses on fossil fuels, renewable resources, nuclear energy, batteries, and fuel cells. To understand these topics, we will examine combustion reactions, radioactive elements, nuclear waste, and electrochemistry. This course cannot be taken for credit for a chemistry major or minor. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: CHEM 1001.

**CHEM 1003 Science of Contemporary Issues III (4 Credits)**

CHEM 1003 is the final class in a three-quarter sequence focused on real-world applications of chemistry. This course focuses on plastics, nutrition, drugs, and genetic engineering. To understand these topics, we will learn about polymerization, macromolecules, and the chemistry behind foods such as fats, proteins, and carbohydrates. This course cannot be taken for credit for a chemistry major or minor. A lab fee is associated with this course. The course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: CHEM 1002.

**CHEM 1010 General Chemistry I (3 Credits)**

The first course in the introductory chemistry sequence for natural science and engineering majors. Topics covered include atomic and molecular structure, reactions in solution, and thermochemistry. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 1240.

**CHEM 1020 General Chemistry II (3 Credits)**

The second course in the introductory chemistry sequence for science and engineering majors. Topics covered include thermodynamics, equilibria including acids and bases, and kinetics. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Pre-requisites: CHEM 1010 and CHEM 1240; Co-requisite: CHEM 1250.

**CHEM 1240 General Chemistry I Laboratory (1 Credit)**

Laboratory to accompany CHEM 1010. Experiments illustrate aspects of atomic structure, chemical bonding and thermochemistry. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 1010.

**CHEM 1250 General Chemistry II Laboratory (1 Credit)**

Laboratory to accompany CHEM 1020. Experiments illustrate chemical principles applied to equilibrium of acids/bases, kinetics, and thermodynamics. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Pre-requisites: CHEM 1010 and CHEM 1240; Co-requisite: CHEM 1020.

**CHEM 2131 Chemistry of the Elements (3 Credits)**

Descriptive chemistry of main group and transition elements including redox and coordination chemistry. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 1020 and CHEM 1250. Corequisite: CHEM 2141.

**CHEM 2141 Chemistry of the Elements Lab (1 Credit)**

Laboratory to accompany CHEM 2131. Study of reactions of main group and transition elements including redox and coordination chemistry. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**CHEM 2240 Introduction to Environmental Chemistry (4 Credits)**

An introduction to the chemistry of the environment. Topics cover the chemistry of air, water, and soil with a special focus on the influence that humankind has on the natural environment. Course provides tools to understand environmental science from a chemical perspective. The course is a combined lecture and laboratory. Primarily for environmental science majors. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 1010, CHEM 1020, CHEM 1040, and CHEM 1250.

**CHEM 2270 Quantitative Chemical Analysis (4 Credits)**

This combined lecture-laboratory course is primarily focused on understanding and applying the principles and techniques associated with making quantitative chemical measurements. Topics covered include statistics, applications of acid-base, complexation, precipitation, and redox titrations in chemical measurements, activity, electroanalytical techniques, and gravimetric analysis. Lab Fee associate with this course. Prerequisites: CHEM 2131 and CHEM 2141 or CHEM 2240.

**CHEM 2451 Organic Chemistry I (3 Credits)**

Structure and reactions of covalent compounds of carbon. Satisfies organic chemistry requirement in chemistry, biology and related fields. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 2131 and CHEM 2141.

**CHEM 2452 Organic Chemistry II (3 Credits)**

Structure and reactions of covalent compounds of carbon. Satisfies organic chemistry requirement in chemistry, biology and related fields. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: CHEM 2451 and CHEM 2461.

**CHEM 2453 Organic Chemistry III (3 Credits)**

Structure and reactions of covalent compounds of carbon. Satisfies organic chemistry requirement in chemistry, biology and related fields. Prerequisite: CHEM 2451, CHEM 2452, CHEM 2461, and CHEM 2462.

**CHEM 2461 Organic Chemistry Lab I (1 Credit)**

Laboratory course in theory and practice of preparative and analytical organic chemistry, including introduction to IR and NMR spectroscopy. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 2451.

**CHEM 2462 Organic Chemistry Lab II (1 Credit)**

Laboratory course in theory and practice of preparative and analytical organic chemistry, including introduction to IR and NMR spectroscopy. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 2452.

**CHEM 2463 Organic Chemistry Lab III (1 Credit)**

Laboratory course in theory and practice of preparative and analytical organic chemistry, including introduction to IR and NMR spectroscopy. Lab fee associated with this course. Co-requisite: CHEM 2453.

**CHEM 3110 Chemical Systems I (3 Credits)**

Advanced discussion of modern concepts of organic chemistry; bonding, stereochemistry, reaction mechanisms. Prerequisites: CHEM 2453 and equivalent of one year of physical chemistry.

**CHEM 3120 Chemical Systems II (3 Credits)**

Interpretation of trends in the chemistry of the elements in terms of orbital interactions. Most examples will be taken from the third row transition metals and the boron and carbon groups. Prerequisites: CHEM 2131, CHEM 3310 and CHEM 3110.

**CHEM 3130 Chemical Systems III (3 Credits)**

Advanced-level physical biochemistry course intended for advanced-level undergraduates and graduate students. Focuses on kinetic, thermodynamic and dynamic aspects of biopolymers; delineates the relationship of these properties to the mechanism and function of biological macromolecules. Prerequisites: CHEM 3811, CHEM 3812, CHEM 3813, CHEM 3610 or the equivalent.

**CHEM 3210 Instrumental Analysis (4 Credits)**

Course focus is toward students' understanding of instrumental components and the theory behind both component's and instrument's operation. Emphasis is on techniques such as spectroscopy and chromatography. Students will experience extensive hands-on use of a number of instruments. Course provides a strong background for Chemistry Frontiers (CHEM 3500) and emphasizes techniques and skills sought by chemical and biotechnology industries. Lab fee associated with this course. Prerequisites: CHEM 2011 or CHEM 2270.

**CHEM 3220 Advanced Analytical Chemistry (3 Credits)**

Principles of chemical instrumentation applied to analytical measurements; principles, instrumentation and applications of spectrometric and chromatographic measurements. Prerequisites: CHEM 3210 and CHEM 3621, or the equivalent.

**CHEM 3310 Structure and Energetics I (3 Credits)**

Fundamentals of quantum chemistry, and introduction to symmetry and molecular structure of small and large systems. Prerequisite: one year of physical chemistry.

**CHEM 3320 Structure and Energetics II (3 Credits)**

Computational methods in chemistry. Prerequisites: CHEM 3310, one year of physical chemistry.

**CHEM 3410 Atmospheric Chemistry (3 Credits)**

The concepts of equilibrium thermodynamics, kinetics, and photochemistry will be applied to understanding atmospheric processes. Covers urban air pollution in detail with focus on primary pollutants. Also covers stratospheric chemistry with focus on ozone chemistry and the chemistry of climate change. Prerequisites: (CHEM 2270 and CHEM 2453) OR CHEM 2240.

**CHEM 3411 Aquatic Chemistry (3 Credits)**

The circulation of the oceans and their chemical make-up. 'Classical water pollution problems' like biological oxygen demand and turbidity are discussed. Also presented: aquifer structure and flow, ground water chemistry, pollutant partitioning between stationary and mobile phases, heterogeneous surface chemistry, and the detection of trace contaminants. Prerequisites: (CHEM 2270 and CHEM 2453) or CHEM 2240.

**CHEM 3412 Environmental Chemistry & Toxicology (3 Credits)**

A survey of environmental toxicology concepts: animal testing, dose-response data, epidemiology, risk assessment. The course includes ecotoxicology, focusing on the alteration of biological and chemical systems beyond the simple response of an individual to an environmental chemical. Prerequisites: CHEM 2270 and CHEM 2453.

**CHEM 3413 Aerosol Science (3 Credits)**

CHEM 3413 is an introductory course that presents fundamental concepts associated with atmospheric aerosols in both natural and human environments. The course will focus on the sources, behavior, and effects of atmospheric aerosols, or particulate matter (PM) within the contexts of the natural environment and climate, human health, and industrial applications. The course will provide an overview of the chemical and physical characteristics of particulate matter and measurement methods, including chemical reactions that lead to aerosol formation and transformation. Examples and demonstrations will discuss applications to medical science, public health, clouds and climate, air pollution, colors in the sky, the built environment, mechanical engineering, chemical industry, and many other topics that stimulate curiosity. Aerosols affect almost every aspect of the environment and human health and are an important part of countless industrial processes or commercial products. The course is designed to provide a background to students interested in further study or careers broadly in (a) the environmental sciences, (b) medical or health sciences, or (c) many chemical or other scientific or engineering fields where aerosol processes are involved. CHEM 3413 will be taught at an upper-division (3000) level, but with enough flexibility to expect all environmental science, chemistry, biochemistry, biology, ecology, or engineering majors with the prerequisite year of chemistry to have fun and be able to learn effectively and succeed. The course is lecture-only; no lab is required, although demonstrations and hands on activities will be involved. The course fulfills requirements for the Environmental Chemistry B.S. major or minor, elective credit toward the Environmental Science B.S. or B.A. majors, and elective credit toward graduate programs in Chemistry. Prerequisite: CHEM 2240 or CHEM 2131.

**CHEM 3500 Chemistry Frontiers (3 Credits)**

Advanced-level laboratory course required for all undergraduates majoring in chemistry or environmental chemistry. Emphasis on the development of oral, written, computer and presentation skills necessary for success as a scientist. Skills will be honed through state-of-the-art laboratory experiences from diverse areas of chemistry. Lab fee associated with this course. Prerequisites: CHEM 3210 and CHEM 3610.

**CHEM 3610 Physical Chemistry I (3 Credits)**

Fundamentals of thermodynamics, including phase and reaction equilibria, properties of solutions, and electrochemistry needed for advanced study in life sciences and for Physical Chemistry II and III. May be taken for graduate credit by nonchemistry majors. Prerequisites: CHEM 2453, calculus and physics.

**CHEM 3620 Physical Chemistry II (3 Credits)**

Fundamentals of quantum chemistry, including theories of atomic and molecular structure and spectroscopy. May be taken for graduate credit by nonchemistry majors. Prerequisite: CHEM 3610.

**CHEM 3621 Physical Chemistry III (3 Credits)**

Fundamentals of kinetic theory and statistical mechanics. May be taken for graduate credit by nonchemistry majors. Prerequisite: CHEM 3620.

**CHEM 3703 Topics in Organic Chemistry (3 Credits)**

May include organic photochemistry, organic synthesis, organic electrochemistry or natural products. May be repeated for credit. Prerequisites: CHEM 3110 or equivalent and others depending on topic.

**CHEM 3705 Topics in Biochemistry (3,4 Credits)**

May include physical techniques for exploring biological structure, biological catalysis, and selected fields within biochemistry taught from original literature. May be repeated for credit. Prerequisites: CHEM 3831 and 3813.

**CHEM 3811 Biochemistry-Proteins (3 Credits)**

Protein structure and function, starting with the building blocks and forces that drive the formation of protein structure and the basic concepts of protein structure, and continuing with enzyme catalysis, kinetics, and regulation. Prerequisites: CHEM 2453 or instructor permission.

**CHEM 3812 Biochemistry-Membranes/Metabolism (3 Credits)**

Membranes and membrane mediated cellular processes, energy and signal transduction, and metabolic/biosynthetic pathways. Prerequisite: CHEM 3811 or CHEM 3831.

**CHEM 3813 Biochemistry-Nucleic Acids (3 Credits)**

Molecular processes underlying heredity, gene expression and gene regulation in prokaryotes and eukaryotes. Prerequisites: CHEM 2453 and CHEM 3811.

**CHEM 3820 Biochemistry Lab (3 Credits)**

Purification and properties of biological molecules and structures. Lab fee associated with this course. Prerequisites: CHEM 3811 AND (CHEM 2011 OR CHEM 2270).

**CHEM 3831 Advanced Protein Biochemistry (3 Credits)**

This course provides fundamental insights into the chemistry and physics of proteins. It investigates how amino acids form proteins with highly complex three-dimensional structures and how these structures mediate function. We examine key research articles and their contribution to our current understanding of proteins. Topics range from protein folding to enzyme kinetics and emphasize basic principles. Prerequisites: CHEM 2453 and instructor permission.

**CHEM 3980 Internship-Undergraduate (0 Credits)**

Practical work experience.

**CHEM 3991 Independent Study (1-10 Credits)**

May be repeated for credit.

**CHEM 3995 Independent Research (1-10 Credits)**

Research project conducted under guidance of a faculty member. Credit hours and projects arranged on an individual basis. May be repeated for credit.

## Communication Studies

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The Department of Communication Studies calls students to engage communication meaningfully, creatively, ethically, and with intellectual curiosity, in order to enhance their personal and public lives, as well as contribute to a sustainable common good.

A major or minor in Communication Studies prepares students with the communication knowledge and skills necessary to navigate their relationships and communities, as well as careers in a multitude of contexts, such as advocacy, business, education, and healthcare. Through coursework and collaboration with faculty, peers, and the communities around them, students learn to find their voice, take risks, express their convictions, become transformational leaders, deliberate, and contribute to a more socially just, inclusive, and equitable world. We invite students to explore and re-examine accepted truths about communication in private contexts, as well as from local to international settings. Students gain insight into communication theories and contexts, as well as learn to conduct research using diverse methods of inquiry in order to ask and answer important and innovative questions. As means toward individual, relational, and community well-being, students apply and critically reflect on communication skills, such as advocacy, conflict, debate, dialogue, leadership, persuasion, empathy, and compassion.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

40 credits, including the following:

Code	Title	Credits
<b>Disciplinary Core</b>		<b>8</b>
COMN 1001	Practicing Communication	
COMN 1002	Theorizing Communication	
<b>Investigating Communication</b>		<b>8</b>
Select two of the following:		
COMN 2110	Quantitative Inquiry in Communication	
COMN 2150	Rhetorical/Critical Communication Inquiry	
COMN 2200	Qualitative Inquiry in Communication	
<b>Communication Theory &amp; Practice in Personal &amp; Public Contexts</b>		<b>8</b>
Eight credits (two courses) are required. These are 2000-level courses other than COMN 2110, COMN 2150, and COMN 2200.		
<b>Applied Communication in Personal &amp; Public Contexts</b>		<b>4</b>
Four credits (one course) are required. These courses may be at any level of the curriculum and will be designated with the "applied" attribute.		
<b>Advanced Topics in Personal &amp; Public Contexts</b>		<b>8</b>
Eight credits (two courses) are required. These are 3000-level courses other than COMN 3980, COMN 3990, COMN 3993, and COMN 3994.		
<b>Communication Capstone</b>		<b>4</b>

Select four credits from the following:

COMN 3980 Internship

COMN 3990 Communication Capstone

COMN 3993 Communication Capstone Sequence 1 and COMN 3994 Communication Capstone Sequence 2

**Total Credits**

**40**

## Secondary Major

### Secondary Major

40 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

20 credits, including the following:

Code	Title	Credits
<b>Disciplinary Core</b>		
COMN 1002	Theorizing Communication	4
<b>Communication Theory &amp; Practice in Personal &amp; Public Contexts</b>		
Four credits (one course) are required. These are 2000-level courses with the exception of COMN 2110, COMN 2150, and COMN 2200.		4
<b>Applied Communication in Personal &amp; Public Contexts</b>		
Four credits (one course) are required. These courses may be at any level of the curriculum and will be designated with the "applied" attribute. COMN 1001: Practicing Communication is also an option to fulfill this requirement.		4
<b>Advanced Topics in Personal &amp; Public Contexts</b>		
Eight credits (two courses) are required. These are 3000-level courses with the exception of COMN 3980, COMN 3990, COMN 3991, and COMN 3992.		8
<b>Total Credits</b>		<b>20</b>

## Requirements for Distinction in the Major in Communication Studies

- Minimum 3.5 cumulative GPA
- Minimum 3.75 major GPA
- Completion of three 3000-level courses
- Completion of a culminating project

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
COMN 1001	4	COMN 1001 or 1002 (or a different Common Curriculum Requirement)	4	Theory and Practice in Personal and Public Contexts	4
Common Curriculum Requirement	4	Common Curriculum Requirement	4	Common Curriculum Requirement	4



Common Curriculum Requirement	4 Common Curriculum Requirement	4 Minor or Elective	4
	16	16	16

Total Credits: 48

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
COMN 2110, 2150, or 2200		4 Common Curriculum Requirement		4 COMN 2110, 2150, or 2200	4
INTZ 2501 <sup>1</sup>		2 Common Curriculum Requirement		4 Common Curriculum Requirement	4
Common Curriculum Requirement		4 Minor or Elective		4 Minor or Elective	4
Minor or Elective		4 Minor or Elective		4 Minor or Elective	4
Minor or Elective		4			
		18		16	16

Total Credits: 50

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

#### COMN 1001 Practicing Communication (4 Credits)

Practicing Communication introduces students to evidence-based communicative practices that aid them in enacting skillful and ethical responses to ongoing communicative dilemmas. The course introduces students to techniques for increasing their awareness of the consequences of their communicative acts and for using mindful communication practices to create and sustain meaningful relationships in interpersonal, organizational, and public settings. The course also helps students develop skills in audience analysis—with a particular focus on crafting messages that are culturally responsive to audiences composed of multiple cultural identities and positionalities. This course counts toward the Scientific Inquiry: Society and Culture requirement.

#### COMN 1002 Theorizing Communication (4 Credits)

Theorizing communication introduces students to theoretical thinking across the broad range of the communication discipline. Broadly defined, a theory is a set of principles that scholars use to explain or predict how a phenomenon works. This course will introduce students to scholars' attempts to understand and explain how human communication behavior functions in the world, from both humanistic and social scientific perspectives. In this way, the course serves the aim of Scientific Inquiry: Society and Culture courses in that it advances students' understanding of scientific approaches to principles of human functioning and conduct in social and cultural contexts. Students will learn the underlying assumptions of the various approaches to communication studies, examine and critique how these assumptions are applied in specific theories about communication, and apply their knowledge in imagining how a new theory might be constructed. This course counts toward the Scientific Inquiry: Society and Culture requirement.

#### COMN 1011 Comm through Literature (4 Credits)

This course emphasizes the analysis and performance of diverse forms of literature. In addition to the dramaturgical elements of interpretation that are highlighted in this course, students learn how to contextualize serious public issues through literature while developing confidence and skills as performers and public speakers.

#### COMN 1012 Speaking on Ideas that Matter (4 Credits)

The purpose of this course is to assist students in becoming more competent and comfortable when speaking about their opinions. Students learn how to develop and analyze rhetorical arguments, including the full range of the speech-making process, but especially how to support those opinions they assert. Assignments, class discussions and course materials provide students with a foundation of knowledge and practical application of speaking skills, which will prove useful in a variety of personal, professional, and public contexts. This course counts toward the Applied Communication in Personal & Public Contexts requirement.

#### COMN 1015 Voice and Gender (4 Credits)

In this course, students explore gender in personal and political contexts with the intent of developing their individual voices in these arenas. Students learn to express creatively their voice through strengthening both their written and oral communication skills. This course also discusses gender issues prevalent in today's society and significant moments in rhetorical history that have impacted these issues. Cross listed with GWST 1015.

#### COMN 1100 Communication in Personal Relationships (4 Credits)

Relationships have a direct and lasting impact on us: they shape who we are, and the paths we take toward who we will become. The purpose of this course is to analyze and apply theories and research relevant to communication processes in a variety of personal relationships. Discussion of issues such as attachment, identity, hetero- and homosexual relationships, family communication, conflict, and intrapersonal discourses will provide students a foundation on which to build skills useful in a variety of personal relationships. In Communication in Personal Relationships, students will: sensitively express attitudes and discuss research about different issues pertinent to the study of personal relationships; develop the skills to critically analyze their own relationships and the relationships of others; reflect on and challenge their and others' ideas in a critically constructive manner so that we arrive at a new level of understanding together; and demonstrate the ability to apply communication and interpersonal theories and research outside of this classroom upon completion of the course.

**COMN 1200 Small Group Communication (4 Credits)**

This course approaches small group communication through a combination of theory and practice. Theories related to group development and leadership, collaborative communication, dialogue and rhetorical sensitivity, and principled negotiation and consensus, are explored through group discussions, research, case studies and presentations. Students have the opportunity to: strengthen their critical thinking and listening skills; confidently voice their identity within a greater community; increase their ability in writing and presenting their thoughts; and develop communication competence by facilitating civility within small group settings.

**COMN 1210 Foundations of Communication Studies (4 Credits)**

This course offers students an introduction to the study of communication. Students will explore the role of communication in domains that cut across the spectrum of human social life, from communication among individuals, to relationships, to marriage and families, to groups, to organizations, to communication at societal and global levels. In addition to focusing on the specific nature of communication in these distinct settings, students learn as well the different conceptual models for describing and understanding communication across these settings. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 1550 Communication in the Workplace (4 Credits)**

This course offers a topics-based introduction to the study and practice of communication in a variety of organizational settings. The emphasis is on issues of power, politics, globalization, culture, diversity, relationships, and conflict. Students learn how to recognize, diagnose, and solve communication related problems in the workplace.

**COMN 1600 Communication and Popular Culture (4 Credits)**

This course uses various landmark theories and perspectives to analyze popular culture, with a particular emphasis on the importance of communication in the production and consumption of culture. We will examine various artifacts of popular culture including music, movies, texts, advertisements, clothing, and other relevant pieces of popular culture. In the course of this exploration, we will study the development of culture by applying different theories or 'lenses' to these artifacts. Students will experience and analyze various aspects of popular culture including production and consumption, in addition to how these processes work within the context of globalization. We will take a critical perspective in which we will challenge our own conceptions and consumption of popular culture. The goal of this course is to combine relevant theories with your own observations and interests in order to develop a careful, critical, and constructive analysis of popular culture.

**COMN 1700 Fundamentals of Intercultural Communication (4 Credits)**

This course explores the fundamental concepts and issues in intercultural communication. We will examine the complex relationship between culture and communication from different conceptual perspectives and consider the importance of context and power in intercultural interactions. In addition to learning theory and applying different approaches to the study of intercultural communication, this course asks that you consider your own cultural identities, values, beliefs, assumptions, worldviews, etc. through participation in class discussions. Our discussions will enhance self-reflection, critical thinking, and your own awareness to the complexity of intercultural communication. You can expect that your classmates possess varying perspectives about the materials being covered in class. We will work hard to help everyone develop their perspective and voice, embracing such factors as cultural background, race, class, gender, and sexuality.

**COMN 1988 Study Abroad Resident Credit (0-18 Credits)****COMN 2000 Identities in Dialogue (4 Credits)**

This course will explore the complex dynamics of social identities within U.S. society and globally, inspired by the intergroup dialogue model. We will explore the ways that race, gender, sexuality, class, ability, etc., function historically, socially, and politically, including the ways that social identities affect groups on and off campus. We will practice valuable dialogue skills, including listening, reflecting on personal and others' experiences, and planning and enacting collaboration across difference. This course has no prerequisites, but students may find it helpful to take COMN 1015, 1600, or 1700 before taking this course.

**COMN 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, JUST 2008, RLGS 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2020 On the Black Panther Party (4 Credits)**

This course introduces students to the rhetorical, political, ideological, and cultural practices of the Black Panther Party. Using a variety of communicative texts, which will include texts written about the Party, the Party's newspaper, and speeches from Party members, students will come to an understanding of the context in which the Party emerged, but also the demands the Party was making of society as a whole. In the process, the students will be given not only an overview of the Party, but a better understanding of the different communicative practices the Party engaged in to critique oppression in the US. In the process, the students will engage in critical conversations about racism, classism, and sexism not only within the Party, but within the larger US society. This course, then, uses the Party as a case study to analyze the politics of oppression in the US, in particular, but the world, in general. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2030 Social Movement Rhetoric (4 Credits)**

This course explores the principle agency that less powerful groups have used for social change in recent U.S. history—the rhetoric of social movement. More specifically, we consider in concrete detail and theoretical nuance the capacity of ordinary people to persuade others, voice grievances, and thus challenge broader society. Our explorations focus primarily on the rhetoric of dissident (non-majority, non-State, often un-institutionalized and non-normative) voice in our culture—both on the "right" and the "left"—as they have sought, and continue to seek, social change. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2040 Inclusive Community: Cross-Cultural Collaboration in Action (4 Credits)**

This course is an experience of cross-cultural collaboration and communication with internal DU partners and local community leaders. Through the encounters provided in the course, you will serve the public good and make a difference through unity and diversity modeled on the Sikh Langar, an expression of shared humanistic values in the public sphere resisting division, violence, and bigotry. This dynamic experience incorporates a multi-disciplinary, community-based approach reflecting proven new product launch, service delivery, project management, and implementation business frameworks. You will develop a critical and compassionate lens into how and why dialogue, as a communicative construct, enables cross-cultural connection in service of meaningful public collaboration. The course culminates with the Langar@DU on DU's campus, providing an immersive experience realizing the values of diversity, peace and co-existence through communication in action. Each student will share in the experience of unified community and actively participate in Langar@DU's preparation and success. Upon completion of the course, you will have gained practical skills to engage professionally and effectively with external partners in order to enhance business and civic relationships and maximize the value of shared goals. This course counts toward the Applied Communication in Personal & Public Contexts requirement.

**COMN 2100 Fundamentals of Communication Theory (4 Credits)**

Basic concepts, theories and models of the communication process. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2110 Quantitative Inquiry in Communication (4 Credits)**

This course is designed to introduce students to the process of reading, analyzing, conducting and critiquing quantitative research in communication studies. Research is a pervasive aspect of contemporary life, both inside and outside of the university. As such, many of the jobs taken by communication studies majors require, or are at the very least enhanced by, the ability to conduct and interpret research. This course introduces students to the various aspects associated with quantitative research methods in an effort to illuminate the significance of research about communication in our lives and help students act as critical consumers of the research encountered.

**COMN 2130 Introduction to Organizational Communication (4 Credits)**

This is a theory-driven course which will introduce students to the major approaches to the study of organizational communication, including classical, managerial, systems, cultural, and critical perspectives. The course uses these perspectives to deepen students' understandings of the organizational communication topics developed in COMN 1550, teaching students how to recognize and approach organizational communication issues from a variety of perspectives. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2140 The Dark Side of Relationships (4 Credits)**

This course is designed to familiarize students with theory and research that focuses on the dark and bright sides of human relationships. In particular, we explore those dysfunctional, distorted, distressing, and destructive elements that sometimes comprise our relations with family members, friends, co-workers, and romantic partners, for example. Additionally, we explore relational issues that typically are presumed to be dark but function to produce constructive outcomes, as well as phenomena that are typically judged as bright but function to produce destructive relational outcomes. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2150 Rhetorical/Critical Communication Inquiry (4 Credits)**

This course focuses on the process of interpreting, understanding, and evaluating everyday persuasive acts for the purpose of sharing insights and influencing the community audience. This course fosters a variety of analytical skills, including how to describe primary rhetorical acts (such as speeches, films, news coverage, television programs, songs, advertisements, and public commemorative art, among others) in rich, relevant detail; how to situate or make sense of rhetorical acts within their historical, cultural moments; and how to use theory to develop a critical perspective that helps to render a judgment about a text or act. Students sharpen critical instincts by working through the inventional process to produce a piece of rhetorical or cultural criticism.

**COMN 2200 Qualitative Inquiry in Communication (4 Credits)**

This course focuses on introducing students to a selection of qualitative methods used in communication research. The class covers the basic techniques for collecting, interpreting, and analyzing qualitative data. Throughout the term, the course operates on two interrelated dimensions: one focused on the theoretical approaches to various types of qualitative research, and the other focused on the practical techniques of data collection and analysis, such as interviewing and collecting field notes.

**COMN 2210 Gender, Communication, Culture (4 Credits)**

This course considers how gender is created, maintained, repaired, and transformed through communication in particular relational, cultural, social, and historical contexts. This course is designed to help students develop thoughtful answers to the following questions: What is gender, how do we acquire it, how do cultural structures and practices normalize and reproduce it, and how do we change and/or maintain it to better serve ourselves and our communities? Throughout the term, we explore how dynamic communicative interactions create, sustain, and subvert femininities and masculinities "from the ground up." This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with GWST 2212.

**COMN 2220 Race and Popular Culture (4 Credits)**

This course examines trajectories of representations of race in popular culture (i.e., film, music, television), both produced by the dominant culture, as well as self-produced by various racial and ethnic groups. Through a historical perspective, we trace images in popular culture and how those images are tied to contemporary events of the time. We pay particular attention not only to the specific archetypes that exist, but also how those archetypes are nuanced or colored differently through the lenses of ethnicity, nationality, race, class, gender, and sexuality. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2270 Intro to Health Communication (4 Credits)**

This course is designed to be an introduction to the field of health communication. Through readings, case studies, and discussions, this class is designed to provide an overview of health communication in a variety of health contexts, ranging from public health campaigns to interpersonal communication to community-based health interventions. In this class, we aim to understand how communication can play a vital role in achieving personal and public health objectives. Throughout the quarter, we will examine theoretical and conceptual backgrounds in health communication and evaluate examples of health communication practices. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2300 Fundamentals of Argumentation (4 Credits)**

This class offers a survey of approaches to the study of argumentation. We are going to examine and evaluate how argument is understood from various perspectives within the discipline of communication studies. We will engage theoretical concerns related to argumentation with a commitment to test their applicability to current events and issues. We will also explore how arguments are practiced in areas such as the arts and the media, legal contexts, interpersonal communication, public deliberation, and the sciences. The course will focus on expanding your contextual knowledge of how arguments operate within our culture and on cultivating your ability to read critically and creatively, make cogent arguments, assess opposing arguments charitably, and communicate your judgments effectively. This course counts toward the Applied Communication in Personal & Public Contexts requirement. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2400 Landmarks in Rhetorical Theory (4 Credits)**

This course is a survey of some of the major conceptual innovations in the history of rhetorical theory. In particular we will investigate the conceptions of rhetoric prevalent in antiquity and how they inform contemporary perspectives on rhetoric. In order to carry this off, we will conceptualize rhetoric as an attempt to answer the following questions: what is the relationship between what is true and what is the good. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2450 Between Memory & Imagination (4 Credits)**

How do our human memories and imaginations give rise to the stories we tell and to the selves that we are becoming? This course considers the nature of memory and its relationship to imagination, both in the evolving life of the individual and in the development of the larger group or culture. We examine the self, then, as both singular and collective, fixed and in flux, determined inwardly and shaped by external forces. We look at the relationship of identity to power, and address the question of how re-considering memory and identity might open up new imaginative spaces in global contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2470 Gender and Communication (4 Credits)**

Sex differences in communication behavior, treatment of women in language, women on public platforms and women's portrayal in media.

**COMN 2471 The Social Construction of Travel (4 Credits)**

Travel encompasses the myriad ways in which people and ideas become mobile. The goal of this course is to introduce students to various theoretical issues concerning travel. While the study of travel has been pursued in the context of tourism, commerce, and religion, in this course we also consider the effect of travel on the body of the traveler. We examine travel within many contexts having different registers of meaning - "vacation," "pilgrimage," "migration." However, the very nature of travel is that it transports bodies and ideas across multiple frameworks at a time. Therefore, we also consider how travel is understood within and as various cultural contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2541 Advanced Debate and Forensic Activities (1-4 Credits)**

This course serves as a practicum for students interested in developing advanced argumentation skills. The focus is on preparing students for competition in intercollegiate debate. Students engage in in-depth research of debate topics, as well as participate in substantial practice of arguments and positions developed as necessary to prepare for intercollegiate competition.

**COMN 2600 Introduction to Political Communication (4 Credits)**

The purpose of this course is to introduce students to the subdiscipline of political communication with a focus on the United States. Through scholarship, case study development, discussion, and activities, this course surveys the major communicative actors in U.S. public and political life. Students will use theories from across political communication to understand the roles of elites, media organizations, and everyday individuals in political talk. Students should leave the course with the ability to identify and critically assess the political communication that permeates their lives. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2700 Topics in Communication (1-4 Credits)****COMN 2701 Topics in Communication (1-4 Credits)****COMN 2702 Topics in Communication (1-4 Credits)****COMN 2703 Topics in Communication (1-4 Credits)****COMN 2704 Topics in Communication (1-4 Credits)****COMN 2705 Topics in Communication (1-4 Credits)****COMN 2988 Study Abroad Resident Credit (0-18 Credits)****COMN 3005 Diverse Family Communication (4 Credits)**

This course explores the communicative experiences of diverse families, focusing on issues surrounding race/ethnicity and sexual orientation. This course aims to further student understandings of the ways diverse families communicate both inside and outside their families.

**COMN 3010 Critical Sexuality Studies (4 Credits)**

This course takes a critical approach to the study of sexualities by asking us to challenge our assumptions and everyday knowledges about identities, gender, sexuality, race, class, and ethnicity. This course is organized thematically as we explore various topics within the larger study of critical sexuality studies and communication studies. We examine contemporary issues within queer theory, critical race studies, identity politics, feminism, performance studies, and popular culture.

**COMN 3015 Culture and Pedagogy (4 Credits)**

This seminar invites students to analyze and reflect upon the ways in which individuals and groups have created cultural ideals, images, and constructs of education. The course focuses upon pedagogy broadly conceived as an integral part of a diverse and conflictual society and on how pedagogies shape our understanding and reproduction of, as well as our resistance to, such a society. We explore a variety of conflicting views of what it means to be educated, for what purpose, for what kind of society, and towards what future.

**COMN 3020 Conflict Management (4 Credits)**

Substantive and relational types of conflict, various strategies for conflict resolution.

**COMN 3050 Feminism and Intersectionality (4 Credits)**

This course offers an overview of feminist theories as they are in dialogue with intersectionality. It offers both a contemporary and historical perspective and is also attentive to the emergence of feminist scholarship in Communication Studies. Cross listed with GWST 3050.

**COMN 3130 Organizational Communication (4 Credits)**

This is an applied course, service learning course, based on a consulting model. While the course will extend and enrich the topical and theoretical knowledge developed in COMN 1550 and COMN 2130, the primary purpose of this course will be to help students explore how they can put such knowledge into practice by collectively working with a local non-profit organization to first diagnose and then propose (and, in some cases implement) solutions to an organizational communication problem faced by that organization.

**COMN 3140 Advanced Intercultural Communication (4 Credits)**

This course is designed to study the intersection of communication and culture. In this course, culture is defined broadly to include a variety of contexts, such as race, ethnicity, nationality, gender, age, and class. Students gain theoretical and practical understanding of the opportunities and obstacles that exist as individuals and communities communicate within and across cultures.

**COMN 3230 Principles of Leadership (4 Credits)**

Roles, functions, behaviors that influence and direct; emphasis on interpersonal effectiveness; theories and methods.

**COMN 3270 Health Communication (4 Credits)**

This course examines the role of health communication in our everyday lives. We will focus on communication strategies that inform and influence individuals, families and communities in decisions that enhance health. We will also explore the dynamics and impact of health communication between individuals and the health care system such as doctor-patient communication, dissemination of health related information, and the role of mediated communication in examining health communication.

**COMN 3280 Family Communication (4 Credits)**

The purpose of this course is to enhance understanding about communication patterns within families. In this course, we will examine theory/research on the role of communication in creating and maintaining healthy marriages and families. Specifically, we will study communication and the family life cycle, different family forms, family race/ethnicity, power in families, conflict in families, communication and stress in families, and communication in the aging family. The course format includes lectures, discussions, analysis of case studies, and in class applications.

**COMN 3285 Advanced Relational Communication (4 Credits)**

Advanced Relational Communication is intended to increase understanding of relationships from diverse perspectives. The three main perspectives we will investigate show how relationships affect and are affected by their context, the individuals involved, and the relational system. The goals of this course are for students to increase their skill in (1) explaining how knowledge about context, individuals, and relational systems increases understanding of communication processes in a variety of relationships; (2) evaluating critically the information about relationships that we encounter in our everyday lives; (3) asking and investigating questions about real-life relationships.



**COMN 3290 Communication and Aging (4 Credits)**

In this course, we will focus on the communication processes associated with aging. We will explore the implications of aging and how aging affects the process and outcomes social and relational interactions. We will examine communication and aging through interactional processes (intrapersonal, interpersonal and relational) and through context (organization, family, health, and culture). Emphasis will be placed on the theoretical and applied research in communication and aging.

**COMN 3300 Principles of Persuasion (4 Credits)**

This course involves a social scientific approach to persuasion and social influence. Some of the topics included in this approach are the relationship between attitude and behavior; characteristics of the source, message, and receiver of a persuasive appeal; and models and theories that explain the effects of persuasive communication. By the end of the course, students should be able to think more critically about the persuasive messages they encounter in everyday life, to apply theoretical models of persuasion, and to construct persuasive messages.

**COMN 3310 Globalization, Culture, and Communication (4 Credits)**

Drawing from a critical multidisciplinary perspective, this course examines how culture and communication are impacted by globalization. The course explores issues of power and positionality, as well as economic, political, and cultural implications of globalization on people, products, and ideologies in both local and transnational contexts.

**COMN 3315 Public Deliberation (4 Credits)**

During the last two decades public deliberation has emerged as the centerpiece of theoretical and practical accounts of liberal democracy. This course begins by setting out the nature and functions of public deliberation. We will then track how deliberative democrats respect the traditional accounts of inclusion, equality and reason in an attempt to meet the demands of the deep cultural diversity that marks social life in advanced industrial societies. Specifically we will ask if public deliberation as portrayed in these accounts is sufficient to meet these demands or do we need to expand our understanding of political argument to include a diversity of rhetorical practices? And, once we do expand our account of deliberation how does this transform the traditional problematics of both democratic and rhetorical theory?.

**COMN 3425 Rhetoric and Governance (4 Credits)**

An introduction to the works of Michel Foucault and his influence on contemporary rhetorical theory. Permission of instructor is required.

**COMN 3431 Rhetoric and Communication Ethics Seminar: Communication and Climate Change (4 Credits)**

Since the release of Al Gore's "An Inconvenient Truth," American public discourse has become increasingly concerned with global warming. Not only is there nearly 100% consensus among climate scientists that human-induced climate change exists, but the severity of global warming is entering the popular imaginary, in the form of journalism, films, etc. But while scientists are committed to slowing global warming, the types of sweeping policy and behavioral changes needed to abate the projected climate catastrophe have been very slow in coming. As such, communication scholars—particularly those concerned with the art of public persuasion—are in a unique position to contribute to this significant and complex issue. In the words of climate scientists Susanne Moser and Lisa Dilling, "We need to open up the communication process to a wider community, in which participants own the process and content of communication." The goal of this course is to produce original scholarly research in response to Moser and Dilling's call, to invite more and better communication concerning climate change.

**COMN 3435 Rhetoric and Public Life (4 Credits)**

An introduction to the conceptual and political history of the public sphere. The course pays particular attention to how the normative assumptions of public communication are affected by the demands of cultural pluralism. Permission from instructor is required.

**COMN 3470 Seminar in Free Speech (4 Credits)**

This course will survey some of the major conceptual innovations in the justifications of freedom of speech. We will begin with an exploration of the traditional defenses of free speech and then move to a reexamination of those defenses in light of modern communication theory and the challenges of pluralism. In particular we will ask if the justifications of free speech need to be rethought given our understanding of speech as a social force that constitutes identities and values rather than merely expressing private opinions. Moreover, given our understanding of the social force of speech, should we regulate speech that is racist, sexist and seems to erode the foundations of a public culture based on mutual respect and public deliberation over social goods? Can we devise a robust defense of free speech based on its social force that both protects those that may be harmed by antidemocratic discourses and still provides the resources for democratic dissent?.

**COMN 3680 Gender and Communication (4 Credits)**

This course focuses on the interactive relationships between gender and communication in contemporary U.S. society. This implies three priorities for the class. First, the course explores the multiple ways communication creates and perpetuates gender roles in families, media, and society in general. Second, the course considers how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Third, the course connects theory and research to our personal lives. Throughout the quarter, the course considers not only what IS in terms of gender roles, but also what might be and how we, as change agents, may act to improve our individual and collective lives. Cross listed with GWST 3680, HCOM 3680.



**COMN 3700 Topics in Communication (1-4 Credits)****COMN 3701 Topics in Communication (1-4 Credits)****COMN 3702 Topics in Communication (1-4 Credits)****COMN 3703 Topics in Communication (1-4 Credits)****COMN 3704 Topics in Communication (1-4 Credits)****COMN 3705 Topics in Communication (1-4 Credits)****COMN 3770 Mediated Communication and Relationships (4 Credits)**

This course examines how people develop, define, maintain, and manage interpersonal relationships through their use of mediated communication. We will examine communication in relationships that occur through the internet, text-messaging, cell phones, chat rooms, gaming, and virtual communities. This is a seminar type course where students guide and are guided through their own study of mediated relationships.

**COMN 3800 Philosophies of Dialogue (4 Credits)**

This course explores the philosophies of dialogue of Martin Buber, Mikhail Bakhtin and others in the context of contemporary communication scholarship on ethics, culture, and relationship. Prerequisite: permission of instructor.

**COMN 3850 Communication Ethics (4 Credits)**

This class is not just about how to be ethical communicators but it is also about how to discover ethics—the good life and care for others, answerability and responsibility—deep within the structures of human communication itself. The course is committed to a mixture of theory and practice but practice is at the heart of the matter. Half of our sessions will be devoted to dialogue or conversation about ethics in life. There we will try to work as close as we can with ethics in our own lived experience. In the other half, we will explore theory: the ethical/philosophical/communicative ground of ethics.

**COMN 3980 Internship (1-8 Credits)****COMN 3988 Study Abroad Resident Credit (0-18 Credits)****COMN 3990 Communication Capstone (4 Credits)**

This course allows students to synthesize knowledges across the communication studies major through original research presentation.

**COMN 3991 Independent Study (1-5 Credits)****COMN 3993 Communication Capstone Sequence 1 (2 Credits)**

In this course, students will closely engage with faculty with the intention to foster an in-depth understanding of communication theory, method, or practice in a specific context. To accomplish this, faculty draw on a variety of models for supporting student learning, such as thesis development, community-engaged projects, original research project, portfolio development, and applied personal reflection. For all models, the capstone culminates with a public presentation of student's work. The sequenced nature of this capstone (with two 2-credit courses taken sequentially in consecutive quarters) is specifically designed to allow for greater length of time, which can be particularly valuable for research and thesis development, as well as community-engaged work. This is the first half of the sequence.

**COMN 3994 Communication Capstone Sequence 2 (2 Credits)**

In this course, students will closely engage with faculty with the intention to foster an in-depth understanding of communication theory, method, or practice in a specific context. To accomplish this, faculty draw on a variety of models for supporting student learning, such as thesis development, community-engaged projects, original research project, portfolio development, and applied personal reflection. For all models, the capstone culminates with a public presentation of student's work. The sequenced nature of this capstone (with two 2-credit courses taken sequentially in consecutive quarters) is specifically designed to allow for greater length of time, which can be particularly valuable for research and thesis development, as well as community-engaged work. This is the second half of the sequence.

**COMN 3995 Independent Research (1-10 Credits)**

Topics and quarter hours vary. Prerequisite: instructor's permission.

## Community Engagement for the Public Good

Office: Community Commons, Suite 1100

Mail Code: 2055 E. Evans Ave. Suite 1100 Denver, CO 80208

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Web Site: <https://academicaffairs.du.edu/ccesl> (<https://academicaffairs.du.edu/ccesl/>)

The 12-credit undergraduate certificate in Community Engagement for the Public Good offered by the Center for Community Engagement to advance Scholarship and Learning (CCESL) equips students with the skills, knowledge, and commitments necessary to collaborate with communities for the public good. Students will learn the foundations of community-engaged methods and develop their action plan through a series of 2-credit courses, CENG 2510 Denver Urban Issues and Policy, CENG 2520 Community Organizing, and CENG 2590 From Public Good Theory to Action. Then, throughout six credits of independent study (CENG 3890, Pathways to the Public Good) and/or community-engaged coursework, students will receive the mentoring needed to effectively carry out and reflect on their action plan. Specifically, through the sequence of courses in the certificate program, students will: 1) understand critical issues within the Denver metro area and community efforts to address these issues, 2) explore social change strategies and learn skills that will allow them to work toward the public good and social change, 3) develop a personal action plan, grounded in anti-

oppression analysis, that they can implement to address a social justice issue of their choosing, 4) carry out community-engaged signature work based on their personal action plan, and 5) reflect on their signature work through an ePortfolio.

To meet these outcomes, students will build a set of knowledge, skills, and commitments through CCESL's four pathways to authentic, ethical community-engaged work: Think, Connect, Act, Reflect. In Reflect: A Pathway to Commitment, students commit to act for the public good by considering their place within community and their responsibility to others, engaging in civic professionalism, understanding their strengths, and discerning what they can do to work toward the change they seek. During Think: A Pathway to Actionable Knowledge, students learn civic and democratic processes, a variety of potential social change actions, and to contextualize a social justice issue. Through Connect: A Pathway to Skillful Relationships, students learn to develop relationships rooted in reciprocity, mutuality, and collaboration. Finally, in Act: A Pathway to Being a Skillful Agent of Change, students learn skills to inform their action, including how to use an anti-oppression analysis, and then work collaboratively for social change.

## Certificate in Community Engagement for the Public Good

Code	Title	Credits
CENG 2510	Denver Urban Issues and Policy	2
CENG 2520	Community Organizing	2
CENG 2590	From Public Good Theory to Action	2
Independent study and/or community-engaged course work, such as courses with the Community-Engaged attribute		6
<b>Total Credits</b>		<b>12</b>

### CENG 1700 Topics in Community Engagement (1-4 Credits)

#### CENG 2510 Denver Urban Issues and Policy (1-2 Credits)

This course is part of the Center for Community Engagement to advance Scholarship and Learning (CCESL)'s course series, which equips students with the skills, knowledge, and commitments necessary to collaborate with communities for the public good. As members of the Denver community, we have the responsibility and right to investigate important issues and co-create solutions that center equity and inclusion. There is a wide array of actions that can be taken to create social change, depending on what the issue demands and the strengths, skills, and talents of those working for change. The aim of this course is three-fold. First, you will learn how the history of Denver, including how legacies of violence, displacement, forced migration, and resettlement of Black, Indigenous, and People of Color communities, have shaped the issues we see today. Second, the course will introduce you to some of the most critical issues facing Denver and local efforts to address those issues. Lastly, the course will provide the space for you to explore the variety of social change actions that can be taken, weighing the pros and cons of each and considering how to assess fit for the issue(s) you care about and your own strengths.

#### CENG 2520 Community Organizing (1,2 Credit)

This course is part of the Center for Community Engagement to advance Scholarship and Learning (CCESL)'s course series, which equips students with the skills, knowledge, and commitments necessary to collaborate with communities for the public good. In this course, you will learn about the history of community organizing in the United States, the role of community organizing in contemporary social movements, and the components of the community organizing process. Students will first learn how to critically examine power, privilege, oppression, and white supremacy in the context of working for social change. Then, you will explore various community organizing practices including identifying self-interests; building relationships; defining issues using an anti-oppression analysis; understanding root causes; centering the experience of the communities most impacted by injustice and systemic oppression; and creating a vision, strategies, tactics to support campaigns for social justice.

#### CENG 2590 From Public Good Theory to Action (1-2 Credits)

This course is part of the Center for Community Engagement to advance Scholarship and Learning (CCESL)'s course series, which equips students with the skills, knowledge, and commitments necessary to collaborate with communities for the public good. Through this course, you will integrate your personal, professional, and academic goals with a focus on social change. In doing so, you will gain a clear sense of your identity as a public good scholar as well as a personal action plan that you can implement to address a social justice issue of your choosing. You will apply an anti-oppression analysis to your plan including how the I's of Oppression manifest in your selected topic, ways you center the knowledge/voices of the communities most impacted by the injustice/systemic oppression, and how white supremacy shows up in your issue and how to actively work to address racist and oppressive practices.

### CENG 2700 Topics in Community Engagement (1-4 Credits)

#### CENG 3980 Internship (1-8 Credits)

Students who complete a special project as part of an internship with a community organization can register for 1-8 Community Engagement Internship credits.

#### CENG 3991 Independent Study (1-10 Credits)

The Public Good Pathways Independent Study provides academic credit for reflection, integration, and synthesis of a student's current and previous work that contributes to the University of Denver's public good vision. This work is overseen by the Center for Community Engagement to advance Scholarship and Learning (CCESL) and may be completed in collaboration with one or more community partner(s). Public Good Pathways Independent Study opportunities are individually designed as experiences for students who have completed at least one community-engaged class, and they require approval from the Executive Director of CCESL.

# Computer Science

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Computer Science affects every aspect of society and the world: in the apps we use on devices and on the web, in artificial intelligence that is adding sophisticated intelligence and reasoning to applications, in data science that is helping us understand the troves of data being generated in our world, in our entertainment through games, videos and movies, in the way we advance science and mathematics and design products in engineering, and in the way we vote, bank, and run businesses. The Department of Computer Science offers five undergraduate programs with two concentrations and teaches students a solid theoretical foundation of computer science while allowing students to specialize in various areas through electives. Graduates of the program have found employment in all areas of the computer software industry and in the application of computer science in a wide variety of companies and fields. Our graduates work at companies including IBM, Microsoft, Google, Amazon, Oracle, LinkedIn, Meta, Twitter, Raytheon, and Lockheed Martin. Graduates of these programs also are prepared to pursue graduate school in computer science or other related fields. The department offers majors in computer science, game development and applied computing, with concentrations in cybersecurity and artificial intelligence.

Computer science encompasses the theory and techniques by which information is encoded, stored, communicated, transformed and analyzed. It is concerned with the theory of algorithms (that is, effective procedures or programs), with the structure of languages for the expression of algorithms and with the design of algorithms for the solution of practical problems. A central concern in the discipline is problem solving and understanding how to think abstractly for solving large problems and to be able to understand the cost of computation in terms of time and space in solving such problems. Given the incredible amounts of data produced today, an increasing focus in computer science is towards using data to develop algorithms in machine learning and artificial intelligence to analyze and solve new, previously difficult problems.

Computer science students have the ability to take courses in the department in a broad spectrum of topics, including, but not limited to, programming, networking, cybersecurity, privacy, human-computer interaction, game development and design, robotics and human-robot interactions, algorithms, web development, data science, and artificial intelligence.

The Department of Computer Science at the University of Denver offers a bachelor of science in computer science and has strong mathematical foundations that include completing a math cognate, which may be used towards completing a math minor. In addition, the department offers two concentrations with the bachelor of science in computer science in artificial intelligence and cybersecurity.

## Computer Science

### Bachelor of Science in Computer Science Major Requirements

(183 credits required for the degree (p. 95))

The Bachelor of Science in Computer Science prepares students for jobs in highly technical fields or related disciplines where computing is used and needed. Students learn how to problem solve, develop software, analyze the space and time performance of data structures and algorithms, work with and comprehend low-level systems, and apply modern programming techniques. Electives in the major allow them to expand their knowledge of computer science in areas they're interested in pursuing but ensure students receive some breadth of knowledge in the discipline.

59 credits of COMP courses are required by the Bachelor of Science in Computer Science requires that are broadly classified as **Core** courses and **Breadth** courses. The list below lists all the **Core** classes required, totaling 35 credits. Students are also required to satisfy 24 credits of 3000-level COMP electives through the **Breadth** requirement: 4 credits must be taken from courses that are classified into the following 4 categories: 1) ethics, diversity, equity, justice, inclusivity; 2) systems; 3) theory; 4) programming languages. This totals 16 credits and the remaining 8 credits *may* have one of these classifications.

Students must also satisfy a Math cognate consisting of 12 Math credits at Calculus I (MATH 1951) or higher. These Math courses may be used to satisfy a Math minor. Please refer to the Department of Mathematics (p. 466) for details about the Math minor.

Code	Title	Credits
<b>Core Courses</b>		
COMP 1201 & COMP 1202 & COMP 1203	Introduction to Computer Science I and Introduction to Computer Science II and Introduction to Computer Science III (Taken in parallel with COMP 1351, COMP 1352, and COMP 1353) <sup>1</sup>	6
COMP 1351 & COMP 1352 & COMP 1353	Introduction to Programming I and Introduction to Programming II and Introduction to Data Structures & Algorithms I	9
COMP 2300	Discrete Structures in Computer Science <sup>2</sup>	4

COMP 2370	Introduction to Data Structures & Algorithms II	4
COMP 2361	Systems I	4
COMP 2362	Systems II	4
COMP 2381	Object-Oriented Software Development	4
<b>Breadth Courses</b> <sup>3</sup>		
Complete 24 credits of 3000-level computer science courses, where at least one course must satisfy each of the categories: ethics/DEI, systems, theory, and programming languages.		24
<b>Math Cognate</b> <sup>4</sup>		
12 additional credits of Math electives at MATH 1951 or higher.		12
<b>Total Credits</b>		<b>71</b>

<sup>1</sup> These courses are typically taken in parallel with Introduction to Programming I (COMP 1351), Introduction to Programming II (COMP 1352), and Introduction to Data Structures & Algorithms I (COMP 1353).

<sup>2</sup> If used towards the Mathematics minor, 4 additional COMP credits must be taken as this course cannot count both towards the Mathematics minor and the total COMP credits required by the degree.

<sup>3</sup> Internship/Co-Op in Computing (COMP 3904) may not be used to satisfy 3000-level computer science breadth credits.

<sup>4</sup> Courses satisfying the Math cognate may also be used to satisfy the Mathematics minor.

## Concentration in Artificial Intelligence

Artificial Intelligence (AI) is a broad sub-field of Computer Science including search, planning, natural language processing, computer vision, speech recognition, optimization, knowledge representation, machine learning, and neural networks to name a few of the major areas in AI. This AI Concentration takes students from the basic mathematical foundations to theoretical computer science underpinnings of artificial intelligence to practical applications using AI, enabling students to understand, design and develop modern AI for solving real-world problems.

The Artificial Intelligence Concentration is a concentration that can be taken with the Bachelor of Science degrees offered by the Computer Science Department. Students enrolled in a Bachelor of Science in Computer Science or Game Development will use the required classes as part of their Math Cognate and the AI required courses as electives in their degrees.

The Artificial Intelligence Concentration has the following courses:

Code	Title	Credits
<b>Math Required Courses (2 courses)</b>		
MATH 2060	Elements of Linear Algebra	
MATH 3080	Introduction to Probability	
<b>Computer Science Required Courses (2 courses):</b>		
COMP 3501	Introduction to Artificial Intelligence	4
COMP 3703	Topics-Artificial Intelligence (Foundations of Machine Learning)	4
<b>Computer Science Electives (3 from the following)</b> <sup>1</sup>		<b>12</b>
COMP 3432	Machine Learning	
ENCE 3620	Computer Vision	
COMP 3510	Software for AI Robotics	
COMP 3703	Topics-Artificial Intelligence (Mind-Reading Machines)	
COMP 3703	Topics-Artificial Intelligence (Large Language Models)	
COMP 3703	Topics-Artificial Intelligence (Natural Language Processing)	
<b>Total Credits</b>		<b>20</b>

## Concentration in Cybersecurity

The cybersecurity concentration is a specific track as part of the Bachelor of Science in Computer Science Degree, applicable for students who have an interest in computer security (cybersecurity) and/or would like to have experience in the field. A concentration indicates a study focus that is reflected on transcripts and the degree itself (similar to a minor, but not significantly different enough from the major itself to be an actual minor).

Students can attain the cybersecurity concentration by completing at least 20 credits of the listed cybersecurity specific courses offered by the computer science department (or those approved by the major advisor, cybersecurity program director, or department chair).

The cybersecurity concentration is made up of the following required courses. They can be completed in any order, though normal prerequisite requirements apply.

Code	Title	Credits
<b>Required Courses</b>		
COMP 3621	Computer Networking	4
COMP 3721	Computer Security	4
COMP 3722	Network Security	4
COMP 3723	Ethical Hacking	4
<b>One of the Following:</b>		
COMP 3384	Secure Software Engineering	4
COMP 3731	Digital Forensics	4
COMP 3732	Human-Centered Data Security and Privacy	4
<b>Total Credits</b>		<b>20</b>

## Bachelor of Arts in Computer Science Major Requirements

The Bachelor of Arts in Computer Science prepares a student for a job in a highly technical field or related discipline where computing is needed. Students learn how to problem solve, develop software, analyze the space and time performance of data structures and algorithms, work with and comprehend low-level systems, and apply modern programming techniques. Electives in the major allow them to expand their knowledge of computer science in areas they're interested in pursuing but ensure students receive some breadth of knowledge in the discipline. This program is similar to the Bachelor of Science in Computer Science, except that it does not require the Math cognate.

59 credits of COMP courses are required in the Bachelor of Arts in Computer Science that are broadly classified as Core courses and Breadth courses. The table below lists all the Core classes required, totaling 35 credits. Students are also required to satisfy 24 credits of 3000-level COMP electives through the Breadth requirement: 4 credits must be taken from courses that are classified into the following 4 categories: 1) ethics, diversity, equity, justice, inclusivity; 2) systems; 3) theory; 4) programming languages. This totals 16 credits and the remaining 8 credits may have one of these classifications.

Code	Title	Credits
<b>Core Courses</b>		
COMP 1201 & COMP 1202 & COMP 1203	Introduction to Computer Science I and Introduction to Computer Science II and Introduction to Computer Science III	6
COMP 1351 & COMP 1352 & COMP 1353	Introduction to Programming I and Introduction to Programming II and Introduction to Data Structures & Algorithms I	9
COMP 2300	Discrete Structures in Computer Science	4
COMP 2370	Introduction to Data Structures & Algorithms II	4
COMP 2361	Systems I	4
COMP 2362	Systems II	4
COMP 2381	Object-Oriented Software Development	4
<b>Breadth Courses</b> <sup>2,3</sup>		
Complete 24 credits of 3000-level computer science courses, where at least one course must satisfy each of the categories: ethics/DEI, systems, theory, and programming languages. <sup>1,2</sup>		24
<b>Total Credits</b>		<b>59</b>

<sup>1</sup> Internship/Co-Op in Computing (COMP 3904) may not be used to satisfy 3000-level computer science elective credits.

<sup>2</sup> Computer Science courses may be designated as covering topics in theory, systems, programming languages, and ethics/DEI (diversity, equity, inclusivity). One course must be taken from each of these 4 categories, and the other courses may be from any (or no) category.

<sup>3</sup> Electives in the Programming Language category: Programming Languages (COMP3351), Compiler Design (COMP3352), Compiler Construction (COMP3353)  
Electives in the Systems category: Operating Systems (COMP3361), Networking (COMP3621), Game Networking (COMP3381), Topics in Systems (COMP3704), Computer Security (COMP3721), Network Security (COMP3722), Ethical Hacking (COMP3723), Computer Forensics (COMP3731)  
Electives in the Theory category: DataStructures&Algorithms (COMP3371), Advanced Algorithms (COMP3372), Introduction to AI (COMP3501), Computational Geometry (COMP3591), Topics in AI (COMP3703)  
Electives in the Ethics/DEI category: Human Computer Interaction (COMP3100), Human Data Security and Privacy (COMP3732)  
Other special topics may potentially count in a category. Please see your advisor for more information on special topic classes.

## Minor in Computer Science Requirements

A minor in Computer Science requires a total of 21 credits. The goal of the minor is to provide students with a foundation in computer programming and a basic understanding of the discipline, while allowing some flexibility in elective courses to compliment their interests. Note that the Minor in Computer Science may also be used to satisfy the Computer Science course requirements of the Computational Physics Concentration (p. 572). The following courses are required for the Minor in Computer Science:

Code	Title	Credits
<b>Required Courses</b>		
COMP 1201	Introduction to Computer Science I	2
COMP 1202	Introduction to Computer Science II	2
COMP 1351	Introduction to Programming I	3
COMP 1352	Introduction to Programming II	3
COMP 1353	Introduction to Data Structures & Algorithms I	3
<b>Electives</b>		
8 credits of 2000-level or higher COMP courses <sup>1</sup>		8
<b>Total Credits</b>		<b>21</b>

<sup>1</sup> COMP 3904 Internship/Co-Op in Computing cannot be used to satisfy the elective requirements of the minor.

## Applied Computing

The Bachelor of Arts in Applied Computing (BA in AC) provides a quality education for a serious computer user. It complements the department's Bachelor of Science in Computer Science by providing a program that combines collaboration with other departments and an applications-oriented emphasis. A prospective BA in AC major must satisfy all the requirements for a Bachelor of Arts (p. 92) degree as outlined in the University Undergraduate Bulletin.

The BA in AC is a suitable degree for many collaborative programs within the University and would be ideal for students in graphic arts and electronic publishing or would provide an appropriate foundation for a student who wishes to pursue a career in the field of educational technology. A graduate with a BA in AC would be very attractive in the data processing unit of large financial, banking, or insurance institutions, as a network or system administrator or as a World Wide Web designer/programmer. Holders of the BA in AC degree would also be well suited to continue in any number of specialized Master's or certificate programs in fields as diverse as video or graphics production, fashion design, telecommunications, instructional technology, or management information systems.

## Bachelor of Arts in Applied Computing Major Requirements

(183 credits required for the degree (p. 92))

The Bachelor of Arts in Applied Computing prepares students for a job in a technical field or a discipline where computing is used as a tool for problem solving. Students learn how to problem solve, develop software, and apply computer science techniques to any discipline. The flexibility in this program allows students to more easily double-major in another area of their interest to understand better how to apply computing principles to that field.

This major requires 47 credits of computer science and other approved computer applications and mathematics courses. Students are required to take 19 credits in core computer science courses and 4 credits in courses that contain topics in ethics, diversity, equity, inclusivity, and social justice. Majors pick a computer science stream to focus on and will complete 12 credits in that stream. In addition, majors will select a cognate in an allied field where they will complete 12 credits of computational-related courses (note, these cannot be used for the major also).

Per University requirements (p. 92), no more than 60 credit hours in any one department can be applied towards a Bachelor of Arts (p. 92) degree. Required courses are as follows:

Code	Title	Credits
<b>Core Courses</b>		
COMP 1201 & COMP 1202 & COMP 1203	Introduction to Computer Science I and Introduction to Computer Science II and Introduction to Computer Science III	6
COMP 1351 & COMP 1352 & COMP 1353	Introduction to Programming I and Introduction to Programming II and Introduction to Data Structures & Algorithms I	9
COMP 2381	Object-Oriented Software Development	4
<b>Ethics, Diversity, Equity, Justice, Inclusivity Elective</b>		
4 credit COMP elective designated as ethics, diversity, equity, justice, inclusivity		4



**Stream Courses**

12 credits of chosen computer science stream	12
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**Cognate Courses**

12 credits of chosen cognate courses or COMP electives	12
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**Total Credits**

	47
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**Computer Science Streams for the Bachelor of Arts in Applied Computing**

Students must complete 12 credits in one of the following streams. Computing streams not listed may be approved by the department and advisor, but must consist of COMP courses. The following streams are pre-approved but may not list all possible courses that apply towards a stream, and in particular, computer science topics courses may be used to fulfill the requirements of a stream (e.g., Topics in Computer Science (COMP 3705)).

- **Data:** Database Organization & Management I (COMP 3421), NoSQL Databases (COMP 3424), Data Visualization (COMP 3433)
- **Web Development:** World Wide Web Programming (COMP 3410), Web Programming II (COMP 3411), one or more of { Web Projects: Web Development III (COMP 3412), Database Organization & Management I (COMP 3421), NoSQL Databases (COMP 3424) }
- **Systems:** Systems I (COMP 2361), Systems II (COMP 2362), one or more of { Operating Systems I (COMP 3361), Computer Networking (COMP 3621), Computer Security (COMP 3721), Network Security (COMP 3722), COMP 3723 Ethical Hacking, COMP 3731 Computer Forensics }

**Cognate in Allied Fields**

Students must also complete 12 credits that are computational and/or data oriented in nature in one of the approved allied fields. These should be chosen with and approved by their advisor and can include continued coursework in Computer Science. Courses used to satisfy this requirement, may not also be used to satisfy other major or minor requirements. The allied disciplines include, but are not limited to:

- Emergent Digital Practices (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/emergentdigitalpractices/>)
- Geographic Information Science (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/geographyandtheenvironment/#programofstudytext>)
- Mathematics (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/mathematics/>)
- Accounting (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/accounting/>), Finance (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/finance/>), Business Information and Analytics (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/businessintelligenceandanalytics/>), or Innovation and Entrepreneurship (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/innovationandentrepreneurship/>)
- Media, Film, and Journalism Studies (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/mediafilmampjournalismstudies/>)
- Social Sciences
- Natural Sciences
- Arts, Humanities, and Music (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/mediafilmampjournalismstudies/>)
- Computer Science (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/computerscience/>)

## Game Development

The game development programs are a joint effort by the University of Denver Computer Science, Emergent Digital Practices and Art programs. Specific degrees offered are

- Bachelor of Arts with a major in Game Development, and
- Bachelor of Science with a major in Game Development.

Graduates of these programs not only have solid computer science, graphics and game-programming skills, but also a strong foundation in art and/or the critical, technical and design aspects of digital media. To obtain this foundation, the major requires work in allied fields. Allied areas include Studio Art and Emergent Digital Practices. The depth of allied knowledge is dependent on the degree (BA or BS) chosen.

### Bachelor of Arts in Game Development Major Requirements

(183 credits required for the degree (p. 92))

The Bachelor of Arts in Game Development is a degree which prepares students to be capable of creating artistic content and designing game play for games while having a strong technical background, enabling them to bridge the gap between artist, programmer and designer. The BA in Game Development requires a Minor in Emergent Digital Practices (p. 317). A graduate of this program will be able to study and work as a developer, game

designer and an artist. The BA requires more courses in the allied art fields than the BS and is balanced by having fewer required Math and Computer Science courses.

59 credits, including the following:

Code	Title	Credits
<b>Required Courses</b>		
COMP 1201 & COMP 1202 & COMP 1203	Introduction to Computer Science I and Introduction to Computer Science II and Introduction to Computer Science III	6
COMP 1351 & COMP 1352 & COMP 1353	Introduction to Programming I and Introduction to Programming II and Introduction to Data Structures & Algorithms I	9
COMP 2300	Discrete Structures in Computer Science	4
COMP 2370	Introduction to Data Structures & Algorithms II	4
COMP 2381	Object-Oriented Software Development	4
COMP 2821	Introductory Game Design	4
COMP 3821	Game Programming I	4
COMP 3831 & COMP 3832 & COMP 3833	Game Prototyping and Game Capstone I and Game Capstone II	12
ARTS 1250	Drawing	4
EDPX 3600	3D Modeling	4
<b>Additional Electives</b>		
4 credits of COMP or EDPX electives which satisfy ethics/DEJI designation <sup>1</sup>		4
<b>Total Credits</b>		<b>59</b>

<sup>1</sup> Electives in computer science may have an ethics/DEJI (diversity, equity, justice, inclusivity) designation. 4 credits of the electives in COMP or EDPX must have this designation.

## Bachelor of Science in Game Development Major Requirements

(183 credits required for the degree (p. 95))

The Bachelor of Science in Game Development is a combination of a Computer Science degree, specific courses in Game Development, and requires a cognate in Mathematics, a second minor of your choice, and a cognate of five approved classes from Art (p. 158), Emergent Digital Practices (p. 317), Creative Writing (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/english/>), or Music (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/music/>). In addition, both degrees require satisfying the University Common Curriculum requirements for the BS degree.

This program provides a strong computer science and technical background, preparing students for all aspects of game programming, while providing them with a foundation in art, emergent digital practices, creative writing, or music. Thus, graduates of this program are able to help in the programming and development of games, while understanding and being able to communicate effectively with the artists, designers, writers and musicians who are part of any game development project. The BS requires more mathematics and more required COMP classes than the BA and is balanced with fewer classes in the allied fields.

Courses in this program are broadly classified as **Core**, **Breadth**, and **Cognate** courses. **Core** and **Breadth** courses total 63 credits in Computer Science. Cognate Courses are divided between the Math Cognate at 12 credits and the Art Cognate at 20 credits. Both cognates can be used, and usually are, to satisfy the courses and credits of their respective minors.

Code	Title	Credits
<b>Core Courses</b>		
COMP 1201 & COMP 1202 & COMP 1203	Introduction to Computer Science I and Introduction to Computer Science II and Introduction to Computer Science III <sup>1</sup>	6
COMP 1351 & COMP 1352 & COMP 1353	Introduction to Programming I and Introduction to Programming II and Introduction to Data Structures & Algorithms I	9

COMP 2300	Discrete Structures in Computer Science	4
COMP 2370	Introduction to Data Structures & Algorithms II	4
COMP 2361	Systems I	4
COMP 2362	Systems II	4
COMP 2381	Object-Oriented Software Development	4
COMP 2821	Introductory Game Design	4
COMP 3821	Game Programming I	8
& COMP 3822	and Game Programming II	
COMP 3831	Game Prototyping	12
& COMP 3832	and Game Capstone I	
& COMP 3833	and Game Capstone II	
<b>Breadth Course</b>		
COMP Elective designated as ethics/DEI <sup>2</sup>		4
<b>Math Cognate</b>		
12 additional credits at MATH 1951 or higher <sup>3</sup>		12
<b>Art Cognate</b>		
20 credits from art, emergent digital practices, creative writing, or music. <sup>4</sup>		20
<b>Total Credits</b>		<b>95</b>

<sup>1</sup> These courses are usually taken in sequence with Introduction to Programming I (COMP 1351), Introduction to Programming II (COMP 1352), and COMP 1353 Introduction to Data Structures & Algorithms I.

<sup>2</sup> COMP Electives may be designated as containing ethics or DEI (diversity, equity, inclusivity) content and must be used to satisfy this requirement.

<sup>3</sup> These cognate credits may also be used to satisfy a Math minor.

<sup>4</sup> These cognate courses may also be used to satisfy credits in a minor in one of these fields.

## Bachelor of Science and Bachelor of Arts in Computer Science

The following is a typical plan of study for a BS or BA in Computer Science major. BA students do not need to complete the Math cognate requirement and can replace these with Common Curriculum or other major/minor courses as needed. Flexibility in the junior and senior years allows students to study abroad in any quarter fairly easily.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
COMP 1201	2	COMP 1202	2	COMP 1203	2
COMP 1351	3	COMP 1352	3	COMP 1353	3
Math cognate course	4	Math cognate course	4	Math cognate course	4
Common Curriculum Course <sup>1</sup>	4	Common Curriculum Course	4	Common Curriculum Course	4
	<b>17</b>		<b>17</b>		<b>17</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
COMP 2300	4	COMP 2370	4	COMP 2361	4
COMP 2381	4	Common Curriculum Course	4	COMP 3000-level elective	4
Common Curriculum Course	4	Common Curriculum Course	4	1st minor course <sup>2</sup>	4
Common Curriculum Course	4	Common Curriculum Course	4	Common Curriculum Course	4
	<b>16</b>		<b>16</b>		<b>16</b>

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
COMP 2362	4	COMP 3000-level elective	4	COMP 3000-level elective	4
COMP 3000-level elective	4	1st minor course	4	1st minor course	4
1st minor course	4	2nd minor course	4	2nd minor course	4
2nd minor course <sup>2</sup>	4	Common Curriculum Course	4	Common Curriculum Course	4
	<b>16</b>		<b>16</b>		<b>16</b>

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
COMP 3000-level elective	4	COMP 3000-level elective	4	2nd minor course	4
1st minor course	4	2nd minor course	4	Elective	4

2nd minor course	4 Elective	4 Elective	4
	12	12	12

Total Credits: 183

## Bachelor of Arts in Applied Computing

The following is a typical plan of study for BA in Applied Computing majors. Note that flexibility in the schedule allows students to study abroad and easily double-major in another major or even double minor.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
COMP 1201	2	COMP 1202	2	COMP 1203	2
COMP 1351	3	COMP 1352	3	COMP 1353	3
Common Curriculum Course <sup>1</sup>	4	Common Curriculum Course	4	Common Curriculum Course	4
Common Curriculum Course	4	Common Curriculum Course	4	Common Curriculum Course	4
	17		17		17

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
COMP 2381	4	COMP Stream course	4	COMP Stream course	4
Common Curriculum Course	4	Common Curriculum Course	4	COMP Stream course	4
Minor Course	4	Minor Course	4	Common Curriculum Course	4
Elective	4	Elective	4	Minor Course	4
	16		16		16

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Cognate course	4	Cognate course	4	Cognate course	4
Common Curriculum Course	4	Common Curriculum Course	4	Minor Course	4
Minor Course	4	Minor Course	4	Elective	4
Elective	4	Elective	4	Elective	4
	16		16		16

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
Elective	4	Elective	4	Elective	4
Elective	4	Elective	4	Elective	4
Elective	4	Elective	4	Elective	4
	12		12		12

Total Credits: 183

## Bachelor of Science in Game Development

The following is a typical plan of study for BS in Game Development majors. Generally students who study abroad do this in their junior year of the major. Note that courses listed as Minor are typically combined with the required Art Cognate.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
COMP 1201	2	COMP 1202	2	COMP 1203	2
COMP 1351	3	COMP 1352	3	COMP 1353	3
Math cognate	4	Math cognate	4	Math cognate	4
Common Curriculum Course <sup>1</sup>	4	Common Curriculum Course	4	Common Curriculum Course	4
	17		17		17

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
COMP 2300	4	COMP 2370	4	COMP 2361	4
COMP 2381	4	COMP 2821	4	COMP 3821	4
Common Curriculum Course	4	Common Curriculum Course	4	Minor Course	4
Common Curriculum Course	4	Minor course	4	Common Curriculum Course	4
	16		16		16

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
COMP 2362		4 COMP 3822		4 Art Cognate Course	4
Art Cognate Course <sup>3</sup>		4 Art Cognate course		4 Minor Course	4
Common Curriculum Course		4 Minor Course		4 Common Curriculum Course	4
Common Curriculum Course		4 Minor Course		4 Common Curriculum Course	4
		<b>16</b>			<b>16</b>

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
COMP 3831		4 COMP 3832		4 COMP 3833	4
Common Curriculum Course		4 Art Cognate Course		4 Minor Course	4
Art Cognate Course		4 Minor Course		4 Minor Course	4
		<b>12</b>			<b>12</b>

**Total Credits: 183**

## Bachelor of Arts in Game Development

The following is a typical plan of study for BA in Game Development majors. Students have the flexibility to study abroad typically in their junior year and have significant flexibility to either double major in Emergent Digital Practices (p. 317) (instead of just the minor) or take a second minor.

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
COMP 1201		2 COMP 1202		2 COMP 1203	2
COMP 1351		3 COMP 1352		3 COMP 1353	3
Common Curriculum Course <sup>1</sup>		4 EDPX Minor Course <sup>4</sup>		4 EDPX Minor Course	4
Common Curriculum Course		4 Common Curriculum Course		4 Common Curriculum Course	4
		<b>17</b>			<b>17</b>

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
COMP 2300		4 COMP 2370		4 COMP 3821	4
COMP 2381		4 COMP 2821		4 EDPX Minor Course	4
ARTS 1250		4 Common Curriculum Course		4 Common Curriculum Course	4
Common Curriculum Course		4 Common Curriculum Course		4 Common Curriculum Course	4
		<b>16</b>			<b>16</b>

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
COMP Elective		4 COMP Elective		4 EDPX 3600	4
EDPX Minor Elective		4 EDPX Minor Elective		4 EDPX Minor Elective	4
Common Curriculum Course		4 Elective		4 Elective	4
Common Curriculum Course		4 Elective		4 Elective	4
		<b>16</b>			<b>16</b>

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
COMP 3831		4 COMP 3832		4 COMP 3833	4
Elective		4 Elective		4 Elective	4
Elective		4 Elective		4 Elective	4
		<b>12</b>			<b>12</b>

**Total Credits: 183**

<sup>1</sup> Please visit Common Curriculum Courses (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>) for details.

<sup>2</sup> Please visit the Bachelor of Science (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/bachelorofscience/>) for details.

<sup>3</sup> Please visit the Bachelor of Science in Game Development (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>) for details.

<sup>4</sup> Please visit the Emergent Digital Practices Minor (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/emergentdigitalpractices/#programofstudytext>) for details.

## Requirements for Distinction in the Major in Computer Science, Game Development, or Applied Computing

Distinction in any of the majors granted through the Department of Computer Science require the following:

- Minimum 3.3 cumulative GPA in major courses
- Research project including thesis and presentation

### Research Project

The undergraduate research project is an advanced project conducted with a faculty advisor in the Computer Science Department that a student may spend multiple quarters working on. The recommendation is that students find a faculty advisor in their junior year so that they may begin planning out the project which could be carried out over the summer and in their senior year. While a student may use work from a Independent Research (COMP 3995) or Independent Study (COMP 3991) as the basis for their distinction project, the scope of the distinction project must be larger than what was accomplished in those courses. The additional work required to complete the distinction project cannot have credits awarded for it. The determination of what additional work is sufficient to complete the distinction project is left to the faculty advisor overseeing the project.

In addition to the work carried out to complete the project, students are required to write an undergraduate thesis describing the related work, methodology used, and their results. While it is not a requirement that the undergraduate thesis is published, it is expected that the work is of publishable quality.

To defend their work, students are required to give a presentation in front of a committee, which consists of the faculty advisor and at least one other faculty member of the Computer Science Department. After the presentation, all non-committee members are asked to leave and the committee then may ask questions directly to the candidate about the project. When this phase is complete, the committee then holds a vote without the candidate to determine whether or not they pass. The results of the vote are then given to the student.

### COMP 1101 Analytical Inquiry I (4 Credits)

Students explore the use of mathematics and computer programming in creating animations. Students create animations on their laptop computers using animation software. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

### COMP 1201 Introduction to Computer Science I (2 Credits)

This course introduces the discipline of computer science and how it applies the natural and physical world and society. Topics include the history of computing, computer hardware components, the internet, ethics, and uses computation as a means to analyze, process, model, and understand our world. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Ideally taken concurrently with COMP 1351.

### COMP 1202 Introduction to Computer Science II (2 Credits)

This course continues the introduction of the discipline of computer science by exploring major areas within it. Topics covered include examples from data structures, algorithms, databases, programming languages, parallel computing, artificial intelligence, robotics, cyber-security, data science, gaming, and ethics. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: COMP 1201.

### COMP 1203 Introduction to Computer Science III (2 Credits)

This course introduces testing and software development in computer science. Topics covered include using debuggers, version control systems, unit testing and general testing, Unified Modeling Language (UML), computing ethics, and software development in a team setting. Prerequisite: COMP 1202.

### COMP 1351 Introduction to Programming I (3 Credits)

This course is an introduction to fundamental aspects of computer programming. Topics covered include variables, conditional statements, iteration, functions, basic data structures, objects, file input/output and interactions. Satisfies 3 credits of Analytical Inquiry: Natural and Physical World.

### COMP 1352 Introduction to Programming II (3 Credits)

This course continues to introduce more advanced programming topics using the Python programming language. Topics include classes, types, inheritance, methods/functions, testing, graphical-user interfaces, threads, data manipulation, functional programming, and recursion. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: COMP 1351.

### COMP 1353 Introduction to Data Structures & Algorithms I (3 Credits)

This course introduces data structures used in computation, including their behavior, usage, implementation, and the analysis of their space usage. In addition, the algorithms used for access, manipulation, and updating the data structures is covered. Data structures and algorithms addressed include contiguous and linked lists, stacks, queues, hash tables, heaps, trees, self-balancing trees, graphs, and graph traversal. Introductory runtime analysis is used to prove time and space requirements for data structures and their performance while being used. Prerequisite: COMP 1352.

### COMP 1601 Computer Science Pathways (1 Credit)

This course is designed to help first year computer science and game development students succeed in a very challenging major. Topics and activities may include academic success strategies; personal inventory exercises; interviewing computer science alumni; exploring ethical concerns within the profession; seminars by industry and academic experts; establishing the relationships between computing and other disciplines; critical and creative thinking activities; disseminating information on the dual degree programs, the honors program requirements, the honor code, and computer science department program structures; and readings from and discussions about computing related articles and publications.



**COMP 1671 Introduction to Computer Science I (4 Credits)**

Characteristics of modern computers and their applications; analysis and solution of problems; structure programming techniques; introduction to classes, abstract data types and object-oriented programming. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: high school algebra.

**COMP 1672 Introduction to Computer Science II (4 Credits)**

Advanced programming techniques; arrays, recursion, dynamic data structures, algorithm abstraction, object-oriented programming including inheritance and virtual functions. Prerequisite: COMP 1671.

**COMP 1991 Independent Study (1 Credit)****COMP 2300 Discrete Structures in Computer Science (4 Credits)**

Number systems and basic number theory, propositional and predicate logic, proof techniques, mathematical induction, sets, counting and discrete probability, case studies with applications from computer science, such as data representation, algorithm analysis and correctness, and system design. Prerequisites: COMP 1672 or COMP 1352.

**COMP 2355 Intro to Systems Programming (4 Credits)**

The prerequisites for this class are a good understanding of imperative and object-oriented programming in Java. The prerequisites for this class include a good understanding of basic programming constructs, such as branches (if, switch), loops (for, while, do), exceptions (throw, catch), functions, objects, classes, packages, primitive types (int, float, boolean), arrays, arithmetic expressions and boolean operations. Computer organization is a parallel prerequisite; if possible, students should register for both this course and COMP 2691. You must have a good understanding of basic data structures such as arrays, lists, sets, trees, graphs and hash-tables. This is a class on systems programming with focus on the C programming language and UNIX APIs. There will be programming assignments designed to make you use various Debian GNU/Linux system APIs. Programming assignments involve writing code in C or C++. Prerequisite: COMP 2673.

**COMP 2361 Systems I (4 Credits)**

This course introduces low-level computer systems and programming. Topics covered include Linux, the C programming language, pointers, dynamic memory management, number systems, instruction set architectures, debugging, and caching. Prerequisites: COMP 1353.

**COMP 2362 Systems II (4 Credits)**

This course introduces computer operating systems and parallel programming. Topics covered include processes, process forks, threads, race conditions, synchronization, scheduling, memory systems, resource sharing, and sockets. Prerequisite: COMP 2361.

**COMP 2370 Introduction to Data Structures & Algorithms II (4 Credits)**

This course introduces the performance analysis of algorithms, including proof techniques; data structures and their physical storage representation, including space and performance analysis; recursive techniques; stacks, queues, lists, trees, sets, graphs; sorting and searching algorithms. Prerequisites: MATH 2200 or COMP 2300; COMP 1353 or COMP 2673.

**COMP 2381 Object-Oriented Software Development (4 Credits)**

Some problems are most naturally modeled by a hierarchy of objects and the relationships between those objects. This course introduces object-oriented design and development as a problem solving technique. Topics covered include the Java programming language, including classes, methods, fields, inheritance, interfaces, polymorphism, generics, static typing, design patterns, and the Java Collections Framework. Prerequisite: COMP 1353.

**COMP 2673 Introduction to Computer Science III (4 Credits)**

An introduction to several advanced topics in computer science. Topics vary from year to year and may include any of the following: theory of computing, cryptography, databases, computer graphics, graph theory, game theory, fractals, mathematical programming, wavelets, file compression, computational biology, genetic algorithms, neural networks, simulation and queuing theory, randomized algorithms, parallel computing, complexity analysis, numerical methods. Prerequisite: COMP 1672 or COMP 1771.

**COMP 2691 Introduction to Computer Organization (4 Credits)**

This course covers basic topics in Computer Organization and is a required course in the BS in Computer Science, BS in Game Development, and BS in Computer Engineering degrees. Topics include: instruction set architectures, integer and floating point arithmetic, processors, memory systems, and topics in storage and Input/Output. Prerequisite: COMP 1672.

**COMP 2701 Topics in Computer Science (1-5 Credits)****COMP 2821 Introductory Game Design (4 Credits)**

Learn fundamental game design practices through the creation of paper and physical game prototypes using a play-centric design process. Topics include the formal elements, dramatic elements, and system dynamics of games, with an emphasis on playtesting, game analysis, and group game projects. Program Prerequisites: Restricted to Game Development and EDPX majors or instructor approval. Course prerequisites: COMP 1352 or EDPX 2100.

**COMP 2901 Computing and Society (4 Credits)**

This course is designed to explore the social implications of computing practices, organization and experience. These topics and other issues are correlated with examples from the older and modern history of technology and science. Some formal experience with computing is assumed, but students who have a good familiarity with ordinary computing practice should be ready. Students are also expected to contribute their expertise in one or more of the areas of their special interest. Cross listed with DMST 3901.

**COMP 3000 Seminar: The Real World (1 Credit)**

Series of lectures by alumni and others on surviving culture shock when leaving the University and entering the job world. Open to all students regardless of major. Cross listed with MATH 3000.

**COMP 3100 Human-Computer Interaction (4 Credits)**

Introduces students in computer science and other disciplines to principles of and research methods in human-computer interaction (HCI). HCI is an interdisciplinary area concerned with the study of interaction between humans and interactive computing systems. Research in HCI looks at cognitive and social phenomena surrounding human use of computers with the goal of understanding their impact and creating guidelines for the design and evaluation of software, interfaces, physical products, and services in industry. Prerequisite: COMP 1353, but students from all disciplines are welcome. Cross-listed with COMP 4100.

**COMP 3200 Discrete Structures (4 Credits)**

Discrete mathematical structures and non-numerical algorithms; graph theory, elements of probability, propositional calculus, Boolean algebras; emphasis on applications to computer science. Cross-listed as MATH 3200. Prerequisites: (COMP 2300 or MATH 2200) and (COMP 2673 or COMP 1353).

**COMP 3351 Programming Languages (4 Credits)**

Learn the fundamentals of programming languages through functional programming through an in-depth understanding of syntax and semantics around program structures and how programming languages are parsed and interpreted. Understand recursion as a fundamental problem-solving paradigm and the important role that higher order types and kinds play in eliminating errors and simplifying software development. Prerequisites: COMP 2370 and ((COMP 2355, COMP 2691) or COMP 2362).

**COMP 3352 Elements of Compiler Design (4 Credits)**

Techniques required to design and implement a compiler; topics include lexical analysis, grammars and parsers, type-checking, storage allocation and code generation. Prerequisite: COMP 3351.

**COMP 3353 Compiler Construction (4 Credits)**

Design and implementation of a major piece of software relevant to compilers. Prerequisite: COMP 3352.

**COMP 3361 Operating Systems I (4 Credits)**

Operating systems functions and concepts; processes, process communication, synchronization; processor allocation, memory management in multiprogramming, time sharing systems. Prerequisites: for undergraduates: (COMP 2355 and COMP 2691) or COMP 2361; COMP 2370; for graduate students: COMP 3003, 3004, and 3005.

**COMP 3371 Data Structures & Algorithms (4 Credits)**

Design and analysis of algorithms and data structures; asymptotic complexity, recurrence relations, lower bounds; algorithm design techniques such as incremental, divide-and-conquer, dynamic programming, iterative improvement, greedy algorithms; randomized data structures and algorithms. Prerequisites: COMP 2370 or equivalent and COMP 3200.

**COMP 3372 Advanced Algorithms (4 Credits)**

Advanced techniques for the design and analysis of algorithms and data structures; amortized complexity, self-adjusting data structures; randomized, online, and string algorithms; NP-completeness, approximation and exact exponential algorithms; flow networks.

**COMP 3381 Software Engineering I (4 Credits)**

An introduction to software engineering. Topics include software processes, requirements, design, development, validation and verification and project management. Cross-listed with COMP 4381. Prerequisites: COMP 3351; COMP 3361 or COMP 2362; or instructor permission.

**COMP 3382 Software Engineering II (4 Credits)**

Continuation of COMP 3381. Topics include component-based software engineering, model-driven architecture, and service-oriented architecture. Prerequisite: COMP 3381.

**COMP 3384 Secure Software Engineering (4 Credits)**

This course is concerned with systematic approaches for the design and implementation of secure software. While topics such as cryptography, networking, network protocols and large scale software development are touched upon, this is not a course on those topics. Instead, this course is on identification of potential threats and vulnerabilities early in the design cycle. The emphasis in this course is on methodologies and paradigms for identifying and avoiding security vulnerabilities, formally establishing the absence of vulnerabilities, and ways to avoid security holes in new software. There are programming assignments designed to make students practice and experience secure software design and development. Prerequisites: COMP 2362 or COMP 3361.

**COMP 3400 Advanced Unix Tools (4 Credits)**

Design principles for tools used in a UNIX environment. Students gain experience building tools by studying the public domain versions of standard UNIX tools and tool-building facilities. Prerequisites: COMP 2400 and knowledge of C and csh (or another shell), and familiarity with UNIX.

**COMP 3410 World Wide Web Programming (4 Credits)**

The World Wide Web (WWW, or web for short) has revolutionized how people communicate with one another and is one of the major technological advances in making the Internet visible around the world. Most people think of the web when they think of the Internet, but in fact the web is a method of organizing and accessing information on top of the Internet. Conceptually the web has a simple design, but it relies heavily on the underlying technology of the Internet. Students will learn what the web is, how it was designed, how it currently works, and how to develop apps on top of it through HTML, CSS and Javascript. Prerequisite: COMP 2673.

**COMP 3411 Web Programming II (4 Credits)**

In this course you will learn how to develop a full-stack web application that is capable of serving dynamic content from a database. Furthermore, you will learn the core design concepts and principles that will enable you to develop scalable and easy to maintain webapplications - a set of skills that will serve you well in both your personal and professional projects in the future. Prerequisite: COMP 3410.

**COMP 3412 Web Projects: Web Development III (4 Credits)**

In this course you will learn how to develop, as a group, a full-stack web application that is capable of serving dynamic content from a database. We will use the MongoDB, ExpressJS, Angular, and Node.js (MEAN) software stack to work on a real-life problem presented to us by an external product owner. In the class we will use the Scrum framework for Agile development to work, as a software team, through several sprints of development. You will be peer reviewing each other throughout the course, and the product owner will also be reviewing your product through end-of-sprint demos as features are completed. The goal for this class is for it to be a fun, collaborative, and educational environment that demonstrates what it is like to work as a real software team. Prerequisite: COMP 3411.

**COMP 3421 Database Organization & Management I (4 Credits)**

An introductory class in database management systems covering both relational and non-relational databases with an emphasis on relational. Topics include database design, ER modeling, relational algebra, SQL, scripting, and embedded SQL. Each student will design, load, query and update a nontrivial database using a relational database management system (RDBMS). In addition, an introduction to a NoSQL database will be included. Graduate students will read one or two relevant technical papers and write a summary report. Prerequisites: for undergraduates: COMP 1353 or COMP 2673; for graduates: COMP 3005.

**COMP 3424 NoSQL Databases (4 Credits)**

In this course, students learn what NoSQL databases are, learn to identify the differences between them, and gain a fundamental understanding between SQL, relational databases, and NoSQL databases. Students further explore which type of NoSQL database is the correct one given a use-cases, examining types, methods of communicating with it, contrasts to other NoSQL databases, performance and scalability. Prerequisites: for undergraduates, COMP 2355 or COMP 2361; for graduates: COMP 3005.

**COMP 3431 Data Mining (4 Credits)**

Data Mining is the process of extracting useful information implicitly hidden in large databases. Various techniques from statistics and artificial intelligence are used here to discover hidden patterns in massive collections of data. This course is an introduction to these techniques and their underlying mathematical principles. Topics covered include: basic data analysis, frequent pattern mining, clustering, classification, and model assessment. Prerequisites: COMP 2370.

**COMP 3432 Machine Learning (4 Credits)**

This course will give an overview of machine learning techniques, their strengths and weaknesses, and the problems they are designed to solve. This will include the broad differences between supervised, unsupervised and reinforcement learning and associated learning problems such as classification and regression. Techniques covered, at the discretion of the instructor, may include approaches such as linear and logistic regression, neural networks, support vector machines, kNN, decision trees, random forests, Naive Bayes, EM, k-Means, and PCA. After taking the course, students will have a working knowledge of these approaches and experience applying them to learning problems. Enforced Prerequisites: COMP 2370; COMP 2355 or COMP 2361.

**COMP 3433 Data Visualization (4 Credits)**

This course explores visualization techniques and theory. The course covers how to use visualization tools to effectively present data as part of quantitative statements within a publication/report and as an interactive system. Both design principles (color, layout, scale, and psychology of vision) as well as technical visualization tools/languages will be covered. Prerequisites: COMP 1353 and Python Programming.

**COMP 3441 Introduction to Probability and Statistics for Data Science (4 Credits)**

The course introduces fundamentals of probability for data science. Students survey data visualization methods and summary statistics, develop models for data, and apply statistical techniques to assess the validity of the models. The techniques will include parametric and nonparametric methods for parameter estimation and hypothesis testing for a single sample mean and two sample means, for proportions, and for simple linear regression. Students will acquire sound theoretical footing for the methods where practical, and will apply them to real-world data, primarily using R.

**COMP 3455 Shell Scripting and System Tools (4 Credits)**

This course covers navigating and utilizing tools in a UNIX environment, including use of common command line utilities, Bash and Python shell scripting, source control via Git, pipes and I/O redirection, networking in Python and OS multi-processing/multi-threading. More emphasis will be placed on using these tools than on how those tools work. Students should have experience with Python prior to taking this course.

**COMP 3501 Introduction to Artificial Intelligence (4 Credits)**

Introduces a variety of Artificial Intelligence concepts and techniques, relevant to a broad range of applications. Students survey multiple techniques including search, knowledge representation and reasoning, probabilistic inference, machine learning, and natural language processing. Examines concepts of constraint programming, evolutionary computation and non-standard computation. Prerequisites: COMP 2370.

**COMP 3510 Software for AI Robotics (4 Credits)**

This course provides an introduction to the key artificial intelligence issues involved in the development of intelligent robotics. We will examine a variety of algorithms for autonomous mobile robot behavior, exploring issues that include software control architectures, localization, navigation, sensing, planning, and uncertainty. We also introduce the Robot Operating System (ROS) middleware, which is popular in academic, industry, and government research. This course does not assume any prior knowledge of artificial intelligence or robotics. The course will be project focused. In the project assignments you will learn ROS and learn to implement algorithms essential for conducting AI robotics research. Prerequisites: COMP 2300, COMP 2370 and COMP 2355 or COMP 2361 and proficiency in Python and Unix. Cross listed with COMP 4510.

**COMP 3591 Computational Geometry (4 Credits)**

This class deals with the design and implementation of efficient algorithms for problems defined over geometric objects, such as points, lines, polygons, surfaces, etc. The methods and algorithms covered find applications in many areas, including computer graphics (e.g., hidden surface removal), computer-aided design and manufacturing (e.g., 3D printing), machine learning (e.g., supervised and unsupervised classification), geographic information systems (e.g. terrain visibility), robotics (e.g., motion planning), data mining (e.g., dimensionality reduction), and computer vision (3D reconstruction), to name a few. Fundamental geometric problems such as partitioning, proximity, intersection, convexity, visibility, point location, and motion planning are focused on. Efficient data structures and algorithms for their solutions and design techniques germane to the field, such as divide-and-conquer, plane sweep, randomization, duality, etc. are discussed in detail. Practical methods for the robust implementation of geometric algorithms are also covered. Prerequisites: COMP 2300 and COMP 2370.

**COMP 3621 Computer Networking (4 Credits)**

An introduction to computer networks with an emphasis on Internet protocols. Topics include: internet design, application layer protocols such as SMTP and HTTP, session layer protocols including TCP and UDP, the internet protocol (IP), link layer technology such as Ethernet, and security issues related to networking. Programming experience of client/server architectures using sockets and TCP/UDP through projects is emphasized. Prerequisites: for undergraduates: (COMP 2355 or COMP 2361) and COMP 2370; for graduates COMP 3004 and COMP 3006. Cross listed with COMP 4621.

**COMP 3681 Networking for Games (4 Credits)**

Implementing the networking code for multiplayer games is a complex task that requires an understanding of performance, security, game design, and advanced programming concepts. In this course, students are introduced to the networking stack and how this is connected to the Internet, learn how to write protocols for games, and implement several large games using a game engine that demonstrate the kind of networking and protocols required by different genres of games. In addition, tools are introduced that help understand and debug networking code, simplify the creation of protocols, and make the development of networking code easier.

**COMP 3701 Topics in Computer Graphics (4 Credits)****COMP 3702 Topics in Database (4 Credits)****COMP 3703 Topics-Artificial Intelligence (4 Credits)****COMP 3704 Advanced Topics: Systems (4 Credits)****COMP 3705 Topics in Computer Science (1-4 Credits)****COMP 3721 Computer Security (4 Credits)**

This course gives students an overview of computer security along with some cryptography. Some network security concepts are also included. Other concepts include coverage of risks and vulnerabilities, policy formation, controls and protection methods, role-based access controls, database security, authentication technologies, host-based and network-based security issues. Prerequisite: COMP 2362 or COMP 3361. Cross listed with COMP 4721.

**COMP 3722 Network Security (4 Credits)**

Network Security covers tools and techniques employed to protect data during transmission. It spans a broad range of topics including authentication systems, cryptography, key distribution, firewalls, secure protocols and standards, and overlaps with system security concepts as well. This course will provide an introduction to these topics, and supplement them with hands-on experience. Prerequisites: COMP 3721 or permission of instructor.

**COMP 3723 Ethical Hacking (4 Credits)**

Ethical hacking is the process of probing computer systems for vulnerabilities and exposing their presence through proof-of-concept attacks. The results of such probes are then utilized in making the system more secure. This course will cover the basics of vulnerability research, foot printing targets, discovering systems and configurations on a network, sniffing protocols, firewall hacking, password attacks, privilege escalation, rootkits, social engineering attacks, web attacks, and wireless attacks, among others. Prerequisites: COMP 1203 or COMP 2673 (CS Intro sequence).

**COMP 3731 Computer Forensics (4 Credits)**

Computer Forensics involves the examination of information contained in digital media with the aim of recovering and analyzing latent evidence. This course will provide students an understanding of the basic concepts in preservation, identification, extraction and validation of forensic evidence in a computer system. The course covers many systems level concepts such as disk partitions, file systems, system artifacts in multiple operating systems, file formats, email transfers, and network layers, among others. Students work extensively on raw images of memory and disks, and in the process, build components commonly seen as features of commercial forensics tools (e.g. file system carver, memory analyzer, file carver, and steganalysis). Prerequisites: COMP 3361; COMP 2355 or 2361 for undergraduates; COMP 3006 for graduates.

**COMP 3732 Human-Centered Data Security and Privacy (4 Credits)**

With an increasing digital presence, it is critical to understand users' needs and requirements in using technological equipment to secure interactions and adhere to privacy perceptions. Thus, it is essential to analyze the cognitive, social, organizational, commercial, and cultural factors in mind. This course will provide a socio-technical approach for analyzing critical user interaction with devices encountered in everyday life, including web, mobiles, and wearables. This course will help students develop an understanding of technological interactions from the perspectives of multiple stakeholders such as users, developers, system administrators, and others and build tools to protect user data.

**COMP 3801 Introduction Computer Graphics (4 Credits)**

Fundamentals of 3D rendering including the mathematics behind coordinate systems, projections, clipping, hidden surface removal, shadows, lighting models, shading models, and mapping techniques. Significant use of 3D APIs through shader programming is covered along with the basics of 3D model representation and animations. Satisfies "Advanced Programming" requirements for graduate students. Prerequisites: COMP 2370, MATH 1952 or 1962.

**COMP 3821 Game Programming I (4 Credits)**

Introduces the fundamentals of digital game programming that are essential as future game programmers or game designers. Students have the opportunity to learn game engine architecture, 2D and 3D linear algebra for graphics, sprites and animations, input handling, finite state machines, particle systems, user interfaces, game audio, and artificial intelligence for games. Prerequisites: COMP 2370 and COMP 2821.

**COMP 3822 Game Programming II (4 Credits)**

In this course, students learn how to work with a 3D game engine and build 3D games. Topics include algorithms, mathematics for 3D game engines, scene management, animations, 3D shaders, particle systems, physics for games, UIs, terrain systems, and working with higher-level scripting languages on top of the low-level implementation language. Prerequisites: COMP 3821. Suggested corequisite or prerequisite: COMP 3801.

**COMP 3831 Game Prototyping (4 Credits)**

Introduces game prototyping, where game concepts are created and developed into working prototypes using student-chosen game development tools. Engages in critical awareness of game creation practices through discussions, critiques, demos, and player testing. Students have the opportunity to explore their creativity, to expand their knowledge of game design, and to build a broad portfolio of ideas and working projects that demonstrate both their design and technical skillsets. Required for Game Development majors, though all majors are welcome. Prerequisites: COMP 2821.

**COMP 3832 Game Capstone I (4 Credits)**

Students design, build, critique, and playtest their game prototypes from Game Prototyping. Both art and programming are developed by the student teams with the instructor acting as a project manager to ensure that goals are met through the 10-week development process through various milestones. In addition to building the game, students alter their game design document to add new features, making corrections to prior design issues, and focus on making the game playable and "fun." Prerequisite: COMP 3821 and COMP 3831.

**COMP 3833 Game Capstone II (4 Credits)**

Students design, build, critique and playtest their working game from Game Capstone I. Both art and programming are developed by the student teams with the instructor acting as a project manager to ensure that goals are met through the 10-week development process through various milestones. In addition to building the game, students modify their design document and implement changes in their game, create new concept art for the features, build an introduction level into their game, test the game with "Play testers", and focus on creating a game that is "fun" to play. By the end of the quarter, their game is ready for distribution on an appropriate platform. Prerequisite: COMP 3832.

**COMP 3904 Internship/Co-Op in Computing (0-10 Credits)**

Practical experience in designing, writing and/or maintaining substantial computer programs under supervision of staff of University Computing and Information Resources Center. Prerequisites: COMP 2370 and approval of internship committee (see department office).

**COMP 3991 Independent Study (1-10 Credits)**

Cannot be arranged for any course that appears in the regular course schedule for that particular year.

**COMP 3995 Independent Research (1-10 Credits)**

## Critical Race and Ethnic Studies

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The Critical Race and Ethnic Studies (CRES) major will offer students an opportunity to engage in a curriculum that provides a critical examination of race, ethnicity, and indigeneity as categories of social, political, historical, and cultural significance, in the United States and internationally, through many disciplinary perspectives. A crucial component of this engagement will also allow students to explore how race connects with other identities, such as gender, sexuality, class, religion, national origin, ethnicity, and citizenship status. In so doing, students will not only learn to think critically across disciplines, but gain skills in critical feeling (using their emotions to know and dig more deeply) and critical imagination (being able to imagine a world that's different than the one that currently exists). These practices will provide skill sets necessary to thrive in an increasingly diverse workplace and global society.

And such an effort could not come at a more urgent time as organizations of all types grapple with their racially problematic histories, injustices against APIDA (Asian, Pacific Islander, Desi American), Black, Latinx, and Indigenous people persist at both policy and individual levels, and educational gag orders are effectively banning necessary conversations about these issues. The CRES major will give students a lens to understand the above-mentioned phenomena while providing them with tools so that they can ultimately chip away at these inequalities.

By embedding the guiding principles of racial justice-oriented research, activism, and philanthropy (R.A.P.), which will be engaged in the curriculum, in internships, in service learning, and through external community partnerships, CRES will also provide an avenue for students to embrace DU's



vision (i.e., being a “great private university dedicated to the public good”). These experiences will set students up for various graduate programs (e.g., sociology, history, law, public policy) as well as careers in business, the government, the legal profession, social service agencies, and academia.

The minor in Critical Race Studies (CRES) provides similar benefits but only requires students to complete a subset of the elective courses available for the major.

Our core and affiliated CRES faculty members are excited to support students in this curriculum. Alongside our roles in the classroom and as academic advisors, CRES professors conduct impactful research and often invite students to be participants.

## Major

### Bachelor of Arts Major Requirements

At least 40 credits including the following:

Code	Title	Credits
<b>Required Courses</b>		
ETHN 1004	Introduction to Critical Race and Ethnic Studies	4
ETHN 2004	Quantitative Methods in Critical Race and Ethnic Studies	4
ETHN 3004	Theories of Critical Race and Ethnic Studies	4
ETHN 3804	Critical Race and Ethnic Studies Capstone	4
<b>Electives</b>		
At least 24 credits from courses with the Critical Race and Ethnic Studies attribute as follows:		
Eight of these credits must come from courses that have a Critical Race and Ethnic Studies Attribute and a cross-listing with the Arts or the Humanities.		8
Eight of these credits must come from courses that have a Critical Race and Ethnic Studies Attribute and a cross-listing with the Social Sciences.		8
Eight credits from an internship or study abroad. If internships and study abroad are not part of a student’s curricular plan, students can choose any course with a Critical Race and Ethnic Studies attribute that does not duplicate their other courses for the major.		8
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Please refer to the 'Courses by Category' tab of this section of the bulletin for a listing breakdown of current courses categorized as CRES and the Arts or the Humanities and CRES and the Social Sciences. Please note: Courses from these three sections cannot double count between sections.

## Minor

### Minor in Critical Race and Ethnic Studies

Minimum of 20 credits as follows: Students will select courses from several of the disciplines participating in the minor, with required exposure to at least three different disciplines. Eight of the credits toward the minor must be 2000-level or above. Courses are listed with a Critical Race and Ethnic Studies attribute. A current list of courses is available under the Course Descriptions tab for this section of the bulletin. If desired, students can create a targeted plan of study that focuses on specific academic interests and/or a specific community/population. There is also potential for a relevant internship, service-learning course, or study abroad course to be approved toward the minor; students will need to meet with the minor program advisor to secure approval.

- Minimum of 3.75 GPA in major and 3.3 overall GPA
- Completion of Senior Capstone research paper that is suitable for submission to an academic conference or an undergraduate academic journal. The paper will be evaluated by the capstone professor.

The following course plan is a quarter-by-quarter schedule for intended majors. Because the Bachelor of Arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years. Ideally Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter. Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities, and social sciences. introduce students to University-level study of disciplines in the arts, humanities, and social sciences. Credits earned in Ways of Knowing courses may also apply to the major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree. For clarity, courses for the Critical Race and Ethnic Studies major can be found under the subject code ETHN (<http://bulletin.du.edu/undergraduate/coursedescriptions/ethn/>).



**First Year**

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4
ETHN 1004	4	AI Society or AI Natural	4	AI Society or AI Natural	4
SI Society	4	Major elective	4	Minor or elective	4
	<b>16</b>		<b>16</b>		<b>16</b>

**Second Year**

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4
AI Society or AI Natural	4	Minor or elective	4	SOCI 1810	4
GWST 1112	4	Major elective	4	Minor or elective	4
ETHN 2004	4	Minor or elective	4	Major elective	4
INTZ 2501 <sup>1</sup>	2				
	<b>18</b>		<b>16</b>		<b>16</b>

**Total Credits: 98**

<sup>1</sup> INTZ 2501 Exploring Global Citizenship is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

## CRES and the Arts or CRES and the Humanities

ARTH 3813	Arts of the American West	4
AH 3980	Critical Race and Ethnic Studi	1-4
COMN 1600	Communication and Popular Culture	4
COMN 1700	Fundamentals of Intercultural Communication	4
COMN 2000	Identities in Dialogue	4
COMN 2008	Stereotyping and Violence in America Today	4
COMN 2020	On the Black Panther Party	4
COMN 2220	Race and Popular Culture	4
COMN 3005	Diverse Family Communication	4
COMN 3050	Feminism and Intersectionality	4
COMN 3140	Advanced Intercultural Communication	4
ENGL 2718	Latina/o Literature	4
HIST 1560	Seeing Red: Native Americans and Photography	4
HIST 1570	Pioneering in Colorado: Land, Bodies, & Violences in the Sand Creek Massacre	4
HIST 1850	20th Century LGBTQ History in the United States	4
HIST 2531	Twentieth Century Native American History	4
HIST 2570	Civil War & Reconstruction	4
HIST 2640	Race and Ethnicity in Twentieth Century America	4
HIST 2645	Immigration in Twentieth Century America	4
HIST 2930	From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico	4
HIST 2945	Slavery and Samba: Race and Ethnicity in the Making of Modern Brazil	4
HIST 3375	Empire: Revolt and Repression	4
HIST 3650	Native Crude: Indigenous Oil Politics and Activism	4
ITAL 2750	Italian Jewish Literature and Cinema	4
JAPN 1416	Postwar Japan: Changing Perspectives in Literature and Culture	4
JUST 2004	Anthropology of Jews & Judaism	4
JUST 2008	Stereotyping and Violence in America Today	4
JUST 2012	Jewish Politics and Political Jews in the United States	4
JUST 2026	Race: Black, Jew, Other	4
MFJS 2220	Popular Music and Social Justice	4
MFJS 3202	Horror Films	4

MFJS 3207	Justice Equity Diversity and Inclusion in Health Communication	4
MFJS 3214	Representational Issues in U.S. Film	4
MFJS 3242	Reel Women	4
MUAC 1024	Black Sacred Music: A Survey	4
MUAC 1025	Hip-Hop and Rap Music	4
MUAC 2251	Contemporary Gospel Music: Religion, Culture, and the Black Church	4
MUAC 2260	Music, Race, and Ethnicity in Latin America	4
MUAC 3847	Hip-Hop: Theory and Practice	4
PHIL 2004	Philosophy of Race	4
PHIL 2008	Stereotyping and Violence in America Today	4
PHIL 2026	Race: Black, Jew, Other	4
RLGS 2004	Anthropology of Jews & Judaism	4
RLGS 2008	Stereotyping and Violence in America Today	4
RLGS 2012	Jewish Politics and Political Jews in the United States	4
RLGS 2026	Race: Black, Jew, Other	4
RLGS 2108	Islam in the United States	4
RLGS 2110	Buddhism in the U.S.A.	4
RLGS 2114	Roots of Yoga and Tantra: Methodologies and Modern Practice	4
RLGS 2118	"Women as the Gateway to Hell": Gender and Identity in South Asia	4
RLGS 2250	Introduction to African American Religions	4
RLGS 2251	Contemporary Gospel Music: Religion, Culture, and the Black Church	4
RLGS 2301	American Indian Religion	4
RLGS 2310	World Christianities	4
RLGS 3205	Native Americans and Christianity in USA	4
RLGS 3453	Is God a Racist Sexist?: Black Liberation and Womanist Theology	4
RLGS 3642	Martin Luther King, Jr., Malcolm X and Civil Rights	4
RLGS 3694	Religion in the Virtual Space: A Critical Theory Approach	4
RLGS 3708	First Americans in Film: Religion, Land, and Identity	4
RLGS 3814	Modern Hinduism	4
RLGS 3890	Religion and Diaspora	4
RLGS 3893	Buddhism and Social Justice	4
SPAN 2400	Latino Cultures in the United States	4
SPAN 2930	From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico	4
SPAN 3500	Interrogating 'convivencia': Muslims, Christians, and Jews in Iberia	4
SPAN 3510	Sex, Bodies, and Power in Imperial Spain	4
SPAN 3600	Caribbean Blackness: Conflictive Identity	4
SPAN 3650	The Andean World: Artistic Representations of Power, Resistance and Social Change	4
SPAN 3670	Exploring the Amazon: A Literary, Filmic and Ethnographic Journey	4
SPAN 3800	Central American Blackness: Forgotten Roots	4

## CRES and the Social Sciences

ANTH 2004	Anthropology of Jews & Judaism	4
ANTH 3155	Native American Resistance in the Digital Age	4
ANTH 3232	Critical Latinidades: Current perspectives and debates on Latinx experience(s) in the U.S	4
ANTH 3640	Race and Human Evolution	4
ECON 2450	Race in the Economy	4
INTS 2160	Labor in the Global Political Economy	4
INTS 2235	Gender and International Relations	4
PLSC 2235	Politicized "Ethnicity": Cross-Disciplinary Approaches to the Study of Identity Politics	4
PLSC 2360	Settler Colonialism and Indigenous Resistance in Three Continents	4
PLSC 2450	Latinx Politics in the United States	4
PLSC 2850	Politics of Criminal Justice in the US	4

PSYC 2620	Psychology of Diversity	4
PSYC 3350	Cultural Psychology	4
SS 3980	Critical Race and Ethnic Studi	1-4
SOCI 2160	Racism and Anti-Racism through Film	4
SOCI 2320	Race and Ethnic Relations	4
SOCI 2370	Micropolitics of Race	4
SOCI 2650	Sociology of Immigration	4
SOCI 2655	Latina/os in American Society	4
SOCI 2710	Crime and Inequality	4
SOCI 2719	Social Movements	4
SOCI 2820	Drugs and Society	4

\*Select sections of 2701 may also count in this section (before they receive a formal course number).

#### **AH 3980 Critical Race and Ethnic Studi (1-4 Credits)**

##### **ANTH 2004 Anthropology of Jews & Judaism (4 Credits)**

This course is cross-listed with JUST 2004 and RLGS 2004. This course pairs anthropological texts about American Jews and Judaism with related film, television, and literary representations. The objective of this course is to teach course participants to use anthropology as an interpretive lens through which to consider American Jewish life and culture. Through the study of texts on Jewish nostalgia and memory, class, race, gender, and heritage tours, course participants will learn the history of the study of Jews within anthropology and the place of Jews in the history of disciplinary anthropology. The ultimate objective of this course is to introduce anthropological theory and method in a way that provides students with a powerful analytical tool for thinking about contemporary Jewish life.

##### **ANTH 2200 Contemporary Issues of Native North America (4 Credits)**

This class focuses on Native North America and is intended to provide an approach to understanding events and processes that have shaped and continue to influence the Indigenous Peoples of Turtle Island. This course explores contemporary issues within Native American communities in order for students to gain a better understanding of legal and social issues between the Federal government, reservations, and urban Indian populations. We will analyze issues facing contemporary Native American nations including, but not limited to Indian gaming and casinos, federal recognition and issues of sovereignty, blood quantum and biological race, religious freedom and sacred sites, mascots, repatriation of human remains and sacred artifacts, and stereotypical views of Native Americans. Additionally, we will also discuss efforts to reclaim traditions such as language, art, and land. This course counts toward the Scientific Inquiry: Society and Culture requirement.

##### **ANTH 3155 Native American Resistance in the Digital Age (4 Credits)**

Since Europeans first made contact with the Americas five centuries ago, depictions of indigenous peoples have largely been created by and for the colonizers. Only recently have native activists begun to take back control of their image. The course begins with the premise that indigenous peoples have been active producers of their own cultural heritage both before and after European expansion into the Americas. A postcolonial approach will be used to evaluate resistance from a historical standpoint, starting with the colonial period and into the twenty-first century. Primary attention will be placed on the late twentieth century and twenty-first century to better understand how indigenous filmmakers, curators, scientists, healers, artists, and scholars use indigenous knowledge systems to contest Western conceptions of authority. Specific topics include indigenous film and media; indigenous feminisms; the use of indigenous perspectives in natural resource management; indigenous voices in the decolonization of museums; and the role indigenous communities play in educating the public of long-lived environmental contamination of water and other natural resources. The course will be designed to explore the voice and agency of indigenous peoples in each of the aforementioned fields, and to teach the validity of indigenous perspectives. While students will be introduced to indigenous case studies from around the world, primary attention will be given to Native American tribal groups in the United States. Prerequisite: Any ANTH 1000-level course.

##### **ANTH 3232 Critical Latinidades: Current perspectives and debates on Latinx experience(s) in the U.S (4 Credits)**

This course will explore the history of the various Latinxs communities in the United States, as well as examine current debates on Latinidad. The materials for this class include film, podcasts, news articles, poetry, and academic readings. We will begin by examining the historical mass migration/mass displacement of peoples from various Latin American countries, and then dive into current debates about the pan-ethnic identity that is Latinidad. Among the current debates is who is included/excluded in the mainstream representations of Latinidad as well as highlighting voices that are denouncing the limitations of this concept/identity. The materials, class lectures, and discussions will help us to begin to understand the complexities of Latinidad in the U.S.

##### **ANTH 3640 Race and Human Evolution (4 Credits)**

Examines the history of thought about the nature and evolution of human racial differences and sexual characteristics, from the mid-19th century to the present day. Considers scientific and popular models for explaining the evolution of racial differences, male-female reproductive behavior and gender roles. These models are examined in light of comparative primate data, ethnographic data and the material record of human evolution. Prerequisite: ANTH 2010.

**ANTH 3850 We are Family: Anthropological Perspectives on Kinship and Relations (4 Credits)**

Anthropologists have long been fascinated with defining who is related to whom. In the first half of this course, we will read works by leading historical anthropologists in order to gain an understanding of the various ways kinship has been defined in anthropology and defined in a diversity of cultures. These works will help us understand various kinship systems throughout the world and explore how anthropologists have worked with the concept of relatedness. This course will then turn to contemporary issues and we will devote our time to investigating current kinship studies of relatedness and how this applies to new reproductive technologies (like surrogate mothers, IVF, etc), and adoption.

**ARAB 1350 From Iraq to Morocco: Arabic Culture and Society Through Film (4 Credits)**

This course examines cultural and societal aspects of the Middle East and North Africa and presents this vast area as a broad and diverse region with diverse history, religion, and culture. Students will learn how to approach films ethnographically by subjecting each movie to a rigorous social analysis. Among topics covered are colonialism and its lasting effects, child trafficking, religion, wars, Arab-Israeli conflict, and women in the Middle East. Screening of Arabic films with English subtitles is a central part of the course. Assigned readings are designed to provide background on the particular historical and cultural contexts in which the films are produced. The course will bring awareness and/or shatter the multiple stereotypes surrounding the Arabs; but additionally, the discussions will transcend national borders and uncover social issues that may be more severe in the Arab world, but are universal and certainly not unique to the Middle East and North Africa. The course is in English and open to all interested. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARAB 1351 Tales from the Arabian Nights: Reading across Time and Space (4 Credits)**

No doubt that through their magical transformations and marvelous plots, the stories of the Arabian Nights, also known as One Thousand and One Nights, have a great entertainment value and that the imaginary setting of the tales has fascinated and inspired many authors and artists. However, this collection of stories has also significantly contributed to how the West views the Middle East: an exotic world populated by negative images such as conniving and manipulating harem women and violent and unscrupulous Arab men. The Tales of the Arabian Nights provide a unique platform for the discussion of current issues such as orientalism, stereotyping, and gender discrimination. In this course, we will select a handful of stories to serve as a catalyst for inquiry to show how this shared narrative passed on from generation to generation, has contributed to the creation of an 'exotic' East invented by the colonial West. We will show that the Middle East, like the rest of the world, is in a state of flux and the text is not a historical account of the medieval Arab world and cannot be viewed a-historically. We will unveil all the stereotypes that have been subtly, or not so subtly, implanted in the mind of the west through an often-erroneous portrayal of the Arab world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 3813 Arts of the American West (4 Credits)**

This class covers a wide range of art objects and styles from the 17th century to the present in the West of the United States, from buffalo robe paintings and baskets to cowboy art and contemporary abstract landscapes. Particular attention is paid to the diversity of art traditions—Native American, Spanish and Mexican, European, Asian and Latin American—as they converge in this geographic space.

**CHIN 2516 Literary Chinatown: Stories of Chinese in America (4 Credits)**

As the oldest diasporic enclave of Chinese in the United States, Chinatown has been both a physical and historical site where Chinese immigrants have built a community and a continually contested symbolic space represented in Chinese American literature. Literary Chinatown explores the intersection of history, geography, and literature through the myriad ways of Chinatown stories by major authors in Chinese American literature across the period from the early 20th century until the contemporary moment. The focus lies on unraveling the intricate relationship between space, place, and identity, tracing the complexities of being Chinese in America at pivotal historical junctures that shed light on the U.S. nation-building process—its rejection, accommodation, and incorporation of Chinese lives. These literary works set the stage for examining the impact of war, imperialism, (neo)colonialism, and globalization on immigration, alongside domestic issues of race, class, gender, and ethnicity. We aim to unravel the Chinese American experience as portrayed in its literary recreations of Chinatown memory, fantasy, narrative, and myth within Chinese American literature. We also brought scholarly discourse on the intersectional and comparative approaches to the study of race, culture, politics, and place in Chinese American literature. The course will entail a class walking tour of the historical Chinatown area in Denver. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 1600 Communication and Popular Culture (4 Credits)**

This course uses various landmark theories and perspectives to analyze popular culture, with a particular emphasis on the importance of communication in the production and consumption of culture. We will examine various artifacts of popular culture including music, movies, texts, advertisements, clothing, and other relevant pieces of popular culture. In the course of this exploration, we will study the development of culture by applying different theories or 'lenses' to these artifacts. Students will experience and analyze various aspects of popular culture including production and consumption, in addition to how these processes work within the context of globalization. We will take a critical perspective in which we will challenge our own conceptions and consumption of popular culture. The goal of this course is to combine relevant theories with your own observations and interests in order to develop a careful, critical, and constructive analysis of popular culture.

**COMN 1700 Fundamentals of Intercultural Communication (4 Credits)**

This course explores the fundamental concepts and issues in intercultural communication. We will examine the complex relationship between culture and communication from different conceptual perspectives and consider the importance of context and power in intercultural interactions. In addition to learning theory and applying different approaches to the study of intercultural communication, this course asks that you consider your own cultural identities, values, beliefs, assumptions, worldviews, etc. through participation in class discussions. Our discussions will enhance self-reflection, critical thinking, and your own awareness to the complexity of intercultural communication. You can expect that your classmates possess varying perspectives about the materials being covered in class. We will work hard to help everyone develop their perspective and voice, embracing such factors as cultural background, race, class, gender, and sexuality.

**COMN 2000 Identities in Dialogue (4 Credits)**

This course will explore the complex dynamics of social identities within U.S. society and globally, inspired by the intergroup dialogue model. We will explore the ways that race, gender, sexuality, class, ability, etc., function historically, socially, and politically, including the ways that social identities affect groups on and off campus. We will practice valuable dialogue skills, including listening, reflecting on personal and others' experiences, and planning and enacting collaboration across difference. This course has no prerequisites, but students may find it helpful to take COMN 1015, 1600, or 1700 before taking this course.

**COMN 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, JUST 2008, RLGS 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2020 On the Black Panther Party (4 Credits)**

This course introduces students to the rhetorical, political, ideological, and cultural practices of the Black Panther Party. Using a variety of communicative texts, which will include texts written about the Party, the Party's newspaper, and speeches from Party members, students will come to an understanding of the context in which the Party emerged, but also the demands the Party was making of society as a whole. In the process, the students will be given not only an overview of the Party, but a better understanding of the different communicative practices the Party engaged in to critique oppression in the US. In the process, the students will engage in critical conversations about racism, classism, and sexism not only within the Party, but within the larger US society. This course, then, uses the Party as a case study to analyze the politics of oppression in the US, in particular, but the world, in general. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2220 Race and Popular Culture (4 Credits)**

This course examines trajectories of representations of race in popular culture (i.e., film, music, television), both produced by the dominant culture, as well as self-produced by various racial and ethnic groups. Through a historical perspective, we trace images in popular culture and how those images are tied to contemporary events of the time. We pay particular attention not only to the specific archetypes that exist, but also how those archetypes are nuanced or colored differently through the lenses of ethnicity, nationality, race, class, gender, and sexuality. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 3005 Diverse Family Communication (4 Credits)**

This course explores the communicative experiences of diverse families, focusing on issues surrounding race/ethnicity and sexual orientation. This course aims to further student understandings of the ways diverse families communicate both inside and outside their families.

**COMN 3050 Feminism and Intersectionality (4 Credits)**

This course offers an overview of feminist theories as they are in dialogue with intersectionality. It offers both a contemporary and historical perspective and is also attentive to the emergence of feminist scholarship in Communication Studies. Cross listed with GWST 3050.

**COMN 3140 Advanced Intercultural Communication (4 Credits)**

This course is designed to study the intersection of communication and culture. In this course, culture is defined broadly to include a variety of contexts, such as race, ethnicity, nationality, gender, age, and class. Students gain theoretical and practical understanding of the opportunities and obstacles that exist as individuals and communities communicate within and across cultures.

**ECON 2360 Economics, Ecology, and Social Welfare (4 Credits)**

This course examines the interaction between economic outcomes, environmental effects, and inequality based on the contribution of alternative economic perspectives. It is divided in three core sections: Section I presents a historical examination of the restructuring of global capitalism under neoliberalism, and its impact on resource distribution and ecosystems. It follows a presentation of the theoretical differences between traditional and critical economics in the interpretation of these developments. Section II applies the concepts learned in Section I to specific case studies. For each of these case studies, the analysis will highlight both social and environmental implications and prospects for ecological sustainability and social welfare. Section III discusses alternative economic recommendations for socio-economic prosperity and ecological conservation. Prerequisite: ECON 1030.

**ECON 2450 Race in the Economy (4 Credits)**

This course examines economic life through a racial lens by exploring historical and contemporary experiences such as housing, employment, and wealth. A racial perspective challenges us to see economic theory, markets, work, and policy in new ways and highlights the necessity and the challenge of confronting white supremacy within a system of capitalism. Prerequisite: ECON 1020.

**ECON 2540 Law and Economics (4 Credits)**

This course provides an introduction to the study of law and economics, the objective being to provide a critical examination of the nexus between economics and law. After establishing foundational concepts and definitions the course turns to an investigation of legal history, traditions and movements. For example, this will include examination of common law and civil law (code), the progressive era, legal realism, critical legal studies, the law and economics movement, critical race theory, and law and neoliberalism. An assessment of distinct approaches to law and economics from different economic perspectives will also be undertaken. The latter half of the course covers the economic dimensions to various sources or core areas of law including property, contract, tort, administrative, criminal and constitutional law. Additionally, certain special topics will be introduced and analyzed throughout the course, including the social and legal construction of markets; public finance and the economic role of government; the legal foundations of money; and, environmental, international, family, public, corporate, competition and antitrust law. The course also offers exposure to hands-on and practical factors concerning the profession and practice of law including legal terminology, precedent, reasoning, case review, writing and procedure.

**ENGL 2302 19th Century British Literature and the Empire (4 Credits)**

The coronavirus pandemic has intensified our focus on globalization, giving renewed urgency to matters such as human rights, racism, migration, citizenship, hospitality, and cultural difference. This course approaches these questions by looking at various reflections on globalization and “empire.” While reading literary works in the nineteenth century, when the British empire extended its reach and control over literally every time zone, we also put them in dialogue with contemporary reports, databases, and fiction. We ask: How did nineteenth-century British and Anglophone authors react to issues directly relevant to and caused by imperial expansion and globalization? And how have their reflections shaped the way we think about power and inequality today? Apart from writers frequently taught in courses on British literature, we will also read British authors who are, ironically, often not classified under “British” (such as Mary Prince, an abolitionist born a slave in Bermuda, and Mary Seacole, also a woman of color, who traveled widely and served as a military nurse during the Crimean War). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2718 Latina/o Literature (4 Credits)**

This course surveys U.S. Latina/Latino literature, with an emphasis on groups of Caribbean, Central American, Mexican, and South American descent. Representative readings will introduce the field’s major critical trends, themes, genres, works, and writers. Social, historical, and political topics for investigation may include border theory, experiences of diaspora and im/migration, mestizaje, pan-latinidad, bildungsroman, labor, gender and sexuality, and language. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2722 Asian American Contemporary Literature: Fiction and Nonfiction (4 Credits)**

This course surveys contemporary Asian American literature with a focus on fiction and nonfiction. By examining a range of texts from the past fifty years to the present, we will discuss critical concerns such as identity, the politics of representation, gender, class, and immigration and assimilation. A selection of memoirs, essays, short stories, novels, and graphic novels will help us expand our notion of Asian American literature, and our sense of what it is, who it’s for, and its forms and aesthetics. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2730 Borderlands Literature (4 Credits)**

This course introduces students to literature and stories about regions and spaces defined by borders, especially the U.S.-Mexico borderlands. The course engages with narratives that map the flows and fortifications of people and commodities, interrogate the politics of immigration, navigate the disputes over natural resources, and/or feature different contact zones or forms of encounter.

**ENGL 3826 Latinx Cultural Studies (4 Credits)**

This course introduces students to cultural texts and theories by U.S. Latinx subjects and asks students to consider various forms of cultural and critical methodologies.

**ETHN 1004 Introduction to Critical Race and Ethnic Studies (4 Credits)**

Critically examines the concept of race, ethnicity, and indigeneity as categories of social, political, historical, and cultural significance, in the United States and internationally, followed by an investigation of colorblindness, diversity ideology, and modern manifestations of racial inequality. Race and ethnicity are examined as they intersect with gender, sexuality, social class, indigeneity, and immigration status. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ETHN 2004 Quantitative Methods in Critical Race and Ethnic Studies (4 Credits)**

Students will be introduced to concepts and methodologies for research and writing in Critical Race and Ethnic Studies (CRES). Building on what students learned in the Introduction to Critical Race and Ethnic Studies, this course aims to expose students to the various quantitative ways that knowledge about CRES is formed. Students will practice quantitative techniques using SPSS and empirical writing about race, ethnicity, and inequality. Prerequisite: ETHN 1004.

**ETHN 2102 1492: Indigeneity, Settler Colonialism, Race (1-2 Credits)**

The year 1492 inaugurated a profoundly destructive phase in the history of humanity, but more so for the Indigenous peoples of this hemisphere as Christopher Columbus arrived at the shores of the “New World.” Within a couple of centuries after his arrival, thriving Indigenous civilizations found themselves in dire straits, if not completely laid to waste, causing untold suffering to the original inhabitants of this continent. The waves of European settlers who followed Columbus not only forcefully settled Indigenous lands by dispossessing Native peoples, but enforced a series of spiritual, cultural, social, political, and economic changes that had devastating effects on Indigenous lifeways. Yet, Indigeneity continues to not only thrive but challenges the ongoing disruption caused by settler-colonial occupation of lands and lives. This course, which is the first of a three-part sequence, takes Indigeneity and its repression by settler-colonialism as a foundational structure that inaugurated other projects of global consequence, including (anti)Black slavery and European colonization of the “Old World.” While Indigeneity is an international concept, our focus in this class will be on New World Indigeneity, especially North America. We will approach settler colonialism not as a thing of the past but as an ongoing incursion into the lives of Indigenous people, who continue to challenge it in new and innovative ways.



**ETHN 2202 1619: Slavery and Its Afterlives (1-2 Credits)**

The year 1619 marked the arrival of the first slave ship on the shores of what would come to be known as the United States of America. In August of that year, an English ship reached Point Comfort on the Virginia Peninsula where 20 Black people were sold for food and other essentials. This event inaugurated what would soon become a foundational institution of the New World—anti-Black chattel slavery—which undergirded all aspects of life in the U.S. Even though slavery had existed in many forms and in many places across the globe, what the U.S. model of slavery succeeded in doing was linking slavery with Blackness. This made slavery an inescapable part of Blackness, ensuring that whoever was born Black was also born into slavery. The celebrated theorist Toni Morrison has called slavery “America’s original sin.” Although slavery was formally abolished through the Emancipation Proclamation issued on Jan 1, 1863, it has continued to structure contemporary Black life, which the theorist Saidiya Hartman has termed the “aftermaths of slavery.” In other words, for critical Black theorists such as Hartman, slavery never ended but transformed into other structures that continue to render Black lives disposable. This class embraces Hartman’s understanding of slavery as an institution that has survived in (c)overt forms, as critical to understanding contemporary issues faced by Black people.

**ETHN 2302 1848: Settler Colonialism to Settler Imperialism (1-2 Credits)**

Description: 1848 marked the signing of the Treaty of Guadalupe-Hidalgo between the U.S. and Mexico. Apart from ending the U.S.-Mexico war, the treaty forced Mexico to cede about half of its territory, including present-day states of Texas as well as California, Nevada, Utah, New Mexico, parts of Colorado, and many other states. This makes it one of the largest land grabs in human history. More importantly, this treaty facilitated the westward expansion of settlers, leading to new forms of racial antagonisms while escalating existing ones. This class approaches this moment as also marking the emergence of the U.S. as an imperialist superpower on the world stage as its war making, which was hitherto focused exclusively on Indigenous groups, would now be expanded to new terrains and increasingly outside the New World. We will also pay attention to how colonial expropriation and racialization of Indigenous and Black people would provide the grammar that the U.S. would use as it encountered racial others both within its newly established but unstable borders as well as across the world. In sum, this class will explore different antagonisms that comprise the “cacophony of empire” (Byrd, 2011) and how racialized groups have fought back as well as remained complicit in reinscribing the supremacy of the U.S.

**ETHN 3004 Theories of Critical Race and Ethnic Studies (4 Credits)**

Students will be introduced to concepts and theories for research and writing in Critical Race and Ethnic Studies (CRES). Building on what students learned in the Introduction to Critical Race and Ethnic Studies, this course aims to expose students to the key writings that formed the Critical Race Theory (CRT) movement, CRT’s interdisciplinary uses, the modern American controversies surrounding it, and introduce other critical theories of race and ethnicity. Prerequisite: ETHN 1004.

**ETHN 3804 Critical Race and Ethnic Studies Capstone (4 Credits)**

Students will learn how to conduct in-depth qualitative analyses for research and writing in Critical Race and Ethnic Studies (CRES). Building on what students learned in the Introduction to Critical Race and Ethnic Studies, Research Methods, and Theory, this course aims to enable students to produce their own empirical research. Various qualitative data analysis and research paper writing lessons will be covered throughout the quarter, and it is expected that students will produce a theoretically informed empirical paper centering on CRES topics. Prerequisites: ETHN 1004, ETHN 2004, and ETHN 3004.

**HIST 1560 Seeing Red: Native Americans and Photography (4 Credits)**

The struggle over whether the photographic record would include only representations of the savage (dead savage, noble savage, the disappearing savage, Indian chief, Indian warrior, Indian shaman, Indian maiden), or would expand to include Native realities (the threat of violence, bureaucratic control, family relationships, traditional culture, engagement with modernity, humor/irony, and aesthetic sovereignty) has been fought throughout photography’s 200-year history. This course introduces students to photographic visual analysis and an abbreviated history of Native Americans and photography. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1570 Pioneering in Colorado: Land, Bodies, & Violences in the Sand Creek Massacre (4 Credits)**

This course uses critical analysis of primary sources to understand Sand Creek as a crucial site necessary to understand the history of Colorado and Denver University. Students will critically read and analyze primary source documents including newspaper articles, testimonies from massacre participants and survivors, artwork, material culture, letters, oral history, music, and proclamations to understand Sand Creek as a place and a history related to the creation of Colorado and Denver University. Additionally, the class will visit specific sites associated with Sand Creek to understand place-making and memorialization as a function of historical meaning-making and analysis. These sites include the Sand Creek Massacre site, History Colorado, the Silas Soule memorial plaque, and Riverside Cemetery (where Silas Soule and Joseph Cramer are buried). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1850 20th Century LGBTQ History in the United States (4 Credits)**

This course uses a cultural history approach to explore the experiences of lesbian, gay, bisexual, transgender, and queer peoples in the “long twentieth century” (1880s-2010s) United States. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2075 Nazi Art Looting (4 Credits)**

This course examines the history and legacy of Nazi art looting, which continues to impact museums and the art world today. We begin with an overview of plundering mechanisms used by the Nazis and their collaborators, and discuss restitution efforts since the end of the Second World War. Students carry out a research project focusing on a case study, working in small groups with other students. The work is interdisciplinary and experiential, with direct relevance to ongoing restitution cases.

**HIST 2531 Twentieth Century Native American History (4 Credits)**

This class reviews Native history from the late 19th century to the present, focusing on the interplay between large institutions and structures – such as federal and state governments, or the US legal system – and the lived, local experience of tribal communities. The major themes followed throughout the course of the semester include: place, space, and indigeneity (Indigenous identity).

**HIST 2570 Civil War & Reconstruction (4 Credits)**

This course covers the causes and consequences of the most important conflict in American history. We will investigate the problem of slavery, the question of states' rights, the sectional crisis, the experience of war, the role of Lincoln, the struggle over reconstruction, and the meaning and memory of the war in American life.

**HIST 2640 Race and Ethnicity in Twentieth Century America (4 Credits)**

This course will examine America through its cultural and racial diversity, comparing and contrasting the historical experiences of African Americans, Latina/os, European Americans, and Asian Americans over the "long" twentieth century. Together we will investigate the ways in which major events and episodes in the century affected a variety of racialized populations, and how these groups responded to their social and political environment. Attention will also be paid to changes in "American" national identity and citizenship over time, helping students think about such questions as: who is an "American"? And how did that definition change over time? How did debates over citizenship reflect Americans' ideas of race, class, ethnicity, and gender? How were racial and ethnic minorities, women, and immigrants defined at various times in opposition to Americanness?.

**HIST 2645 Immigration in Twentieth Century America (4 Credits)**

Immigration holds a peculiar place in our national narrative. At the same time that the United States celebrates its identity as a self-proclaimed "nation of immigrants," immigration policy and the presence of diverse peoples from around the world have historically generated intense battles over identity, national security, and civic belonging. This service-learning history course examines major topics in 20th century U.S. immigration history. Utilizing a thematic and comparative approach, we will explore how immigration and immigrants have shaped the social, political, and economic contours of American life, and how discourses of race, gender, sex and class have determined how Americans conceive of immigrants and of the nation. As part of their service-learning curriculum, students will examine salient issues in political discourse today—including xenophobia, detention and deportation policy, border policing, and the human side of the immigration debate—by volunteering with Casa de Paz, an Aurora, Colorado non-profit organization that offers support to migrants recently released from detention.

**HIST 2930 From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico (4 Credits)**

This course is an intensive examination of the past and present of one of the most fascinating cities in the world, Mexico City. Paying particular attention to space and place, we will examine the historical processes (political, intellectual, ecological, social, and cultural) that are manifest in the urban development of the megacity. By taking this class in Mexico City, students will be able to visit each of these locations, as well as several other significant museums and archaeological sites. Similarly, by engaging in an in-depth reflection structured along textual, visual, and in-sight materials and experiences, students will be invited to reflect about matters of change and continuity as well as how national socio-political trends are reflected in local contexts, thus also learning to reflect about the interpretive relationship between the micro-macro levels of analysis.

**HIST 2940 Sports and Empire (4 Credits)**

This course will look at the history of sports and colonialism over the past two centuries, considering the ways in which imperialism led to the dissemination of Western sporting traditions and culture to the global south, focusing in particular on British and French colonies in Africa and Asia (although we also take a few trips to the Caribbean, too). Each week, we will look at the history of a different sport, including cricket, tennis, soccer, golf, rugby, and hockey, and explore the intersection of race, class, and gender in how these sports were played and transformed in the imperial world. We will consider the ways in which sport was used not only as an element of the racialized "civilizing" mission of imperial ventures, but also how sport was coopted by indigenous populations to resist colonial structures of segregation and oppression. This class will ask us to reconsider the intersections and divergences in the way sports are both played and viewed by national sporting teams, local leagues and schools, and transmitted to audiences through live viewing, television, radio, and other forms of media. We will also look at the representations of sports and colonialism through films, fiction, and television shows. Finally, we will analyze the postcolonial legacies of colonial sporting cultures after decolonization, looking at the ways in which countries in the global south have taken over transnational leagues and institutions to make what were once colonial and European-dominated sporting cultures their own.

**HIST 2945 Slavery and Samba: Race and Ethnicity in the Making of Modern Brazil (4 Credits)**

This is a survey history course focused on how race and ethnic relations helped shape the historical formation of the Brazilian society. The course offers students an opportunity to study the historical evolution of Brazil, from the colonial period to the present day, as a way to understand how the historical exclusionary economic, political, and social structures of the country were shaped by racial elements, as well as how traditionally excluded groups have historically coped with and reacted to this reality.

**HIST 3275 The Past and Afterlives of Apartheid (4 Credits)**

In 1948, after a close election, a government founded on the platform of apartheid, or a radical form of racial segregation, came into power in South Africa. Apartheid as a system remained in place until 1994. This seminar delves into the roots and trajectory of apartheid, and considers its effects on the lives of South Africans. As a 3000-level topics course, the readings for this course will be interdisciplinary, but will be founded in historical methodology and process, while also considering representations of apartheid and the history of South Africa through mediums such as literature, film, music, and sports. While the origins and institutions of apartheid will be studied, as well as the history of South African nationalist and resistance movements, one of the goals of this course will be to look at the lives of ordinary South Africans, and how they resisted the apartheid state in more quotidian ways. This course will also focus on the moment of 1994 and the legacy of apartheid in South Africa's postcolonial future, one in which the ideal of a rainbow nation was disrupted by the persistence of structural inequality and the memories of violence brought up by the Truth and Reconciliation Commission. We will also explore the comparative literature between apartheid South Africa and Jim Crow in the United States, considering the transnational implications of institutions of white supremacy and the legacy of British colonialism and white nationalism across the globe, as well as the fight against apartheid led by the independent nations of the global south in the United Nations.

**HIST 3375 Empire: Revolt and Repression (4 Credits)**

This seminar examines imperialism through case studies of European powers' repression of anti-colonial revolts. We study, for example, the case of Algeria, which gained independence from France in 1962 after a brutal war of independence. We discuss the establishment and nature of the empire in the mid-nineteenth century, the moderate decolonization movement beginning in the early twentieth century, and the radical revolt of the 1950s that prompted the French to use torture in counter-terrorism operations. This case study also is relevant to post-9/11 U.S. foreign policy, when the George W. Bush administration was widely condemned for its use of "enhanced interrogation techniques" at Guantanamo Bay and other detention sites. Facing criticism from around the world, Secretary of Defense Donald Rumsfeld studied the history of French operations in Algeria and the French response to allegations of human rights abuses. In light of this recent history, we examine the lessons that the history of French Algeria teaches us about war, terrorism and counter-terrorism in our own times.

**HIST 3650 Native Crude: Indigenous Oil Politics and Activism (4 Credits)**

The extraction and development of oil resources is one of the central issues driving U.S. geopolitical policy in the late 20th and early 21st centuries. As the U.S. government engages in covert and overt overseas incursions in order to secure oil supply, we have also reevaluated our domestic supply priorities. Both these dynamics— as well as the work by multinational oil companies to continually explore and develop/exploit new oil resources— have led to fraught negotiations between states, multinational corporations, and indigenous populations across the globe. This course explores the history of such past and present negotiations using books, articles, and documentary films.

**INTS 2160 Labor in the Global Political Economy (4 Credits)**

This course explores and examines the role of labor in different parts of the global economy. According to world systems theory (Wallerstein et al.), there is a global division of labor into three zones: (1) core (essentially the wealthier, high-tech, highly industrialized economies), (2) periphery (generally, but not always those that provide basic food stuffs and unprocessed raw materials to the richer countries), and (3) what is referred to the 'semi-periphery' (countries that have elements of both the core and the periphery, which tend to be 'in the middle' economically, so to speak). In each of these three zones of the global economy, labor tends to function in quite different ways in terms of wages and working conditions, technical pre-conditions (education of the work force), etc. In a similar light, many manufactured products today are not made in one place, but are the products of this global division of labor. Often one part of the manufacturing process begins in one zone, but the refining and final manufacture takes place somewhere else - making the process truly global. The global division of labor is made possible by increasingly cheap transportation costs and cheap sources of energy. Consequently, the course examines the processes of the global division of labor, how it seems to influence global production and its fundamental dynamism (but also instability), as production moves from one part of the world to another.

**INTS 2235 Gender and International Relations (4 Credits)**

How does gender shape international relations (IR)? How do ideas about masculinity and femininity affect war and peace? The global economy? Migration? Foreign policy? What do feminist perspectives contribute to the study of IR? These questions have relevance for the academic study of IR as well as the lived experiences of people around the world. Answering them requires attending to the ways in which gender and aspects of sexuality are constructed through social and political relations, and the hierarchies of power they reflect and maintain. Overall, this course encourages students to grapple with the issue of if and how gender matters in international relations. We will begin by introducing the concepts and theories necessary to investigate, research, analyze, and understand the gendered nature of international relations. Next, we will use this knowledge to compare gendered and feminist perspectives on IR to mainstream IR and explore why they have not been fully integrated. Then we will engage in gendered analyses of a variety of topics in IR, focusing especially on security and the economy. We will finish by carrying out research on a topic of our choosing, using the lenses and tools we have developed. In the end, students should consider whether this sort of perspective provides a more nuanced and holistic way of understanding IR.

**ITAL 2750 Italian Jewish Literature and Cinema (4 Credits)**

This course is cross-listed with JUST 2750 and offers an overview of Italian Jewish literature and cinema from the Middle Ages to the present. Students will read and discuss prose and poetry, essays and articles, as well as watch and discuss films that address issues such as religious and cultural identity, the right to difference, anti-Semitism and the Shoah. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Jewish Italian writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 1416 Postwar Japan: Changing Perspectives in Literature and Culture (4 Credits)**

This course explores a range of Japanese cultural perspectives from the end of the Second World War to the present. The main focus is on the analysis and interpretation of Japanese literary texts, but during the course students also examine film, visual art, and other cultural products within a historical framework, to lead to a deeper understanding of the influences and events that have shaped both contemporary Japan and the wider world. Prerequisites: JAPN 1001.

**JUST 2004 Anthropology of Jews & Judaism (4 Credits)**

This course is cross-listed with ANTH 2004 and RLGS 2004. This course pairs anthropological texts about American Jews and Judaism with related film, television, and literary representations. The objective of this course is to teach course participants to use anthropology as an interpretive lens through which to consider American Jewish life and culture. Through the study of texts on Jewish nostalgia and memory, class, race, gender, and heritage tours, course participants will learn the history of the study of Jews within anthropology and the place of Jews in the history of disciplinary anthropology. The ultimate objective of this course is to introduce anthropological theory and method in a way that provides students with a powerful analytical tool for thinking about contemporary Jewish life.

**JUST 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, COMN 2008, RLGs 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that "Jews earn like Episcopalians, and vote like Puerto Ricans." This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with RLGs 2012.

**JUST 2026 Race: Black, Jew, Other (4 Credits)**

This course is cross-listed with PHIL 2026 and RLGs 2026. In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, "negritude," "the wandering Jew," and "otherness" by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman's work on the "Jew's Body" and "Jewish Self-Hatred," Bernasconi's work on the phenomenology of race, and discourses of "Other-as-disease" in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2300 A History of Israel-Palestine, 1800-Present (4 Credits)**

This course surveys the histories of the peoples in Israel/Palestine from the early 19th century to the present. Key topics that will be covered include, but will not be limited to, the rise of Zionism and Palestinian nationalism in the late 19th and early 20th centuries, the impact of the British Mandate, the impact of the 1948 War, the experiences of Palestinian citizens and residents of Israel, Palestinians in Gaza and the West Bank under Egyptian and Jordanian rule, shifts in Israeli and Palestinian politics in the mid to late 20th century, Israel's military occupation and settlement project, and economic and social developments in the late 20th and early 21st centuries. While this course does not ignore the central role of conflict in Israeli and Palestinian histories, it seeks to move beyond the conflict paradigm and instead focus more on political, social, and economic developments in Israel/Palestine. Cross-listed with HIST 2300.

**MFJS 2220 Popular Music and Social Justice (4 Credits)**

What makes popular music a powerful medium for us to "fight the power" and motivate social change, and what hinders it from achieving its full potential? This course examines a range of 20th and 21st century popular music (blues, folk, rock, hip-hop, musicals, etc.) to better understand the complex relationships between music and social (in)justices. Sitting at the intersection of critical media studies, critical race & ethnic studies, popular music studies, and project-based learning, this course examines an array of 20th and 21st century popular music (blues, folk, rock, hip-hop, pop, indie, etc.) to understand the complex relationships between music and social (in)justices.

**MFJS 3202 Horror Films (4 Credits)**

Horror films serve as tales of morality and, as such, their themes tend to fluctuate in accordance with cultural zeitgeists. They offer commentary on socio-cultural-political aspects, and they also have an ongoing market. Since they are inexpensive to make but have the potential to bring in profit, horror films are popular among producers. Due to their construction of fear aspect, they tend to create a lot of intrigue and dedicated fan bases. From their production to their ideological messaging to their reception, horror films offer spaces rich for cultural understanding and critical dialogue. In fact, it is these aspects that make horror films a wonderful jumping off point for discussion—students tend to love them and they are usually very accessible. With this in mind, this course will use the platform of horror films to discuss cultural differences, including anxieties and fears, the impact of globalization on horror films, the implication of franchises on horror cinema, and the representation of intersecting identity markers (both on and off-screen). Prerequisite: MFJS 2000.

**MFJS 3207 Justice Equity Diversity and Inclusion in Health Communication (4 Credits)**

The course will begin with an overview of Health Communication in the United States and the ways in which health and illness are defined through communication, including media. We will discuss existing health disparities and social determinants of health as we examine health communication in multicultural settings in the U.S. We will further examine multicultural audiences and perspectives about health and illness, including diverse meaning systems and their influences on health attitudes and behaviors. Students will learn about cross-cultural conceptions of health and disease and how those conceptions are represented in communication about health and illness. As students learn about what it means to develop culturally grounded health communication campaigns, they will examine culture centric messaging in health promotion. We will also discuss the ways in which health care systems are promoting patient-centered health care that takes intersectionality and identity into consideration.

**MFJS 3214 Representational Issues in U.S. Film (4 Credits)**

This course explores the varying ways that race and ethnicity, gender, sexual orientation, gender identity, socioeconomic status, physical and mental (dis)ability, and age are represented in and by film—both historically and culturally. In addition to class discussions regarding mainstream and independent film production, students will employ close readings of filmic texts to better understand how off-screen factors greatly impact what is seen onscreen. This course will encourage students to think critically about the filmic images that they are consuming on a regular basis, as means to interrogate what is at stake when it comes to representational issues such as dominant ideologies, visual style, and assigned character roles. Finally, students will engage the texts critically as a way to understand how these onscreen identities impact the way that individuals treat others but also how they are treated themselves. Prerequisite: MFJS 2000.

**MFJS 3242 Reel Women (4 Credits)**

Reel Women explores films from the U.S., England, Senegal, India, Canada, Colombia, and Saudi Arabia that are made for, about, and/or by women with the aim of better understanding and centralizing issues pertinent to women's daily lives across the world.

**MFJS 3655 JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling (4 Credits)**

This course focuses on multiperspectival approaches to journalism and media, with an emphasis on representations and news coverage related to gender, race/ethnicity, class, (dis)ability, religious, and national identities. The class explores journalistic writing as a creative process and craft that emphasizes social justice. Prerequisite: MFJS 2140: Storytelling & Reporting or MFJS 3410: Strategied Messaging. Cross-listed with MFJS 4655.

**MFJS 4242 Reel Women (4 Credits)**

Reel Women explores films from the U.S., England, Senegal, India, Canada, Colombia, and Saudi Arabia that are made for, about, and/or by women with the aim of better understanding and centralizing issues pertinent to women's daily lives across the world.

**MUAC 1024 Black Sacred Music: A Survey (4 Credits)**

This course is an experiential exploration of the spirituality of African-American sacred song. Participants will sing, consider the history of the music and explore their own connection to the songs, as well as the inspiration and challenge these songs may offer to present and future communities. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course and thus it will not fulfill AI: Society requirements for music majors.

**MUAC 1025 Hip-Hop and Rap Music (4 Credits)**

From its origins in dance parties in the Bronx in the late 1970s to its identification as the soundtrack of social movements around the globe, rap music has become perhaps the most prominent genre of popular music. This course, primarily, analyzes the musical features of rap music as a specific manifestation of the wider aesthetic of hip-hop. To set the stage for later musical analysis, the course includes brief introductions to technologies of hip-hop (e.g., sampling, drum machines, Autotune, streaming, etc.), earlier Afro-diasporic expressive forms and aesthetics (e.g., the dozens, toasts, double-dutch, etc.), and rap music's relation with gender, race, identity, and politics. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2251.

**MUAC 2260 Music, Race, and Ethnicity in Latin America (4 Credits)**

In this class, music-culture is a medium to understand how people in Latin America maintain religions, strengthen social relations, and negotiate their racial and ethnic identities in the context of social inequality, racial discrimination, and land disposition. Concepts such as *mestizaje*, *creolization*, and "blackness" will be examined in the context of nation formation, the inheritance of colonialism, and the spread of neoliberalism while students will engage critically in readings coming from ethnomusicology, anthropology, ethnic and racial studies, as well as history, and geography. The lectures are multimedia, including visiting performers and speakers. As such, this class is a great introduction to explore music-culture, race, and ethnicity in Latin America. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 3847 Hip-Hop: Theory and Practice (4 Credits)**

Students in this class will examine the socio-cultural, economic, and political significance of hip-hop as a medium of expression for youth around the world. Through analysis of popular writing and media, as well as academic texts, we critically explore issues of race, social justice, masculinity, misogyny, censorship, technology, and intellectual property, as they relate to mainstream and underground hip-hop in America. Having discussed hip-hop's roots in the U.S., the remainder of the quarter will be devoted to tracing hip-hop's global routes.

**PHIL 2004 Philosophy of Race (4 Credits)**

This course is a systematic study of the scientific, metaphysical, ethical, and political issues surrounding the notion of race. We undertake a critical study of the following questions: Is race a scientifically legitimate concept, or is it a social construct? Is race a legitimate census category? How should questions of race be decided, and by whom? Why do we think of humans in terms of race—for evolutionary or psychological reasons? Religious reasons? What is racism? Why is racism morally wrong? What do psychological studies show about our racist tendencies? Does affirmative action provide a morally acceptable way of achieving racial justice? What race is a mixed race person? This course counts toward the Analytical Inquiry: Society and Culture requirement.



**PHIL 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with JUST 2008, COMN 2008, RLGs 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, "negritude," "the wandering Jew," and "otherness" by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman's work on the "Jew's Body" and "Jewish Self-Hatred," Bernasconi's work on the phenomenology of race, and discourses of "Other-as-disease" in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course is cross-listed with JUST 2026 and RLGs 2026. This course counts for the AI:Society requirement.

**PLSC 2235 Politicized "Ethnicity": Cross-Disciplinary Approaches to the Study of Identity Politics (4 Credits)**

What are racial and ethnic identities? Are they more likely to influence political outcomes than other types of identity (e.g., gender, profession, class), and if so, why? This course introduces competing concepts of ethnic identity and connects them to the historical construction of race and national identities. By studying these issues in cases outside of the United States, you will gain unique comparative perspective about the idiosyncrasies of U.S. politics and history. Course materials include readings, podcasts, videos and documentary footage from political science, sociology, legal studies, and other disciplines. Why take this course? Gaining insight into the construction of ethnic, racial, and national identities will help you better understand yourself, your relationships, political campaigns, activist tactics, and episodes of political violence, among other things. The course satisfies the departmental sub-field requirement for majors in comparative/international politics. Recommended before taking this course: one introductory level course in political science.

**PLSC 2360 Settler Colonialism and Indigenous Resistance in Three Continents (4 Credits)**

This course explores historical and contemporary aspects of racialized power structures as they have specifically impacted indigenous peoples in Australia, the United States, and Latin America. How did the dynamics of imperialism, capitalism, liberal state-building, and racist (and racist) ideology combine to devastate indigenous communities around the world? How did distinct perspectives on time, space, property, and community allow colonizing populations to conquer native populations even while advocating the most egalitarian political structures ever attempted? Satisfies department distribution requirement in comparative/international politics. Sophomore standing required.

**PLSC 2450 Latinx Politics in the United States (4 Credits)**

Examines the history and contemporary role of the Hispanic/Latinx population in the U.S. political system, exploring themes including identity, racialization, immigration, social movements, public opinion, political behavior, and public policy.

**PLSC 2530 Race & Ethnicity in US Politic (4 Credits)**

This course addresses the issues of race and ethnicity in American politics through two lenses: the crafting and implementation of domestic policies (such as welfare, education, and the criminal justice system) and the framing of political decisions. After an introduction to historical, sociological, and psychological approaches to the study of race and ethnicity, we apply these approaches to studies of American public policy. The course then transitions, examining the explicit and implicit racialization of political decisions. Throughout the course, students consider the role of institutional design, policy development, representation, and racial attitudes among the general public in shaping the American political environment.

**PLSC 2850 Politics of Criminal Justice in the US (4 Credits)**

Problems and reforms in American criminal justice system; causes and extent of crime, excessive use of force by police, systemic racism, bail reform, probation and parole; prisons and police/community relations. Prerequisite: sophomore standing.

**PSYC 2620 Psychology of Diversity (4 Credits)**

This course provides a deep investigation into issues of diversity from a psychological perspective, including how we can understand both the value of and the threats to diversity in regards to gender, race, age, weight, and more. Prerequisite: PSYC 1001.

**PSYC 3350 Cultural Psychology (4 Credits)**

This seminar examines how people's sociocultural context shapes their thoughts, feelings, and behaviors. To approach this question, we read and discuss classic as well as recent theoretical and empirical articles from the field of cultural psychology. Topics include defining culture; dimensions of cultural variation; culture-biology interactions; methodological considerations; cultural influences on cognition, emotion, the self, moral judgment, and health; cultural neuroscience; cultural approaches to race and ethnicity; and mechanisms of cultural influence. Throughout, this course emphasizes sociocultural diversity in psychological processes. Students are encouraged to develop empirically tractable ways of asking and answering questions relating to cultural psychology and to apply concepts of cultural psychology to their own research. Prerequisite: PSYC 2740 and PSYC 3050; must be a major or minor in psychology, must have junior standing.



**RLGS 2004 Anthropology of Jews & Judaism (4 Credits)**

This course is cross-listed with ANTH 2004 and JUST 2004. This course pairs anthropological texts about American Jews and Judaism with related film, television, and literary representations. The objective of this course is to teach course participants to use anthropology as an interpretive lens through which to consider American Jewish life and culture. Through the study of texts on Jewish nostalgia and memory, class, race, gender, and heritage tours, course participants will learn the history of the study of Jews within anthropology and the place of Jews in the history of disciplinary anthropology. The ultimate objective of this course is to introduce anthropological theory and method in a way that provides students with a powerful analytical tool for thinking about contemporary Jewish life.

**RLGS 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, COMN 2008, JUST 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that "Jews earn like Episcopalians, and vote like Puerto Ricans." This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with JUST 2012.

**RLGS 2025 Race, Social Justice, and Religion in the US Public Square (4 Credits)**

The US public square is a fundamental aspect of civic engagement and identity construction. This course uses the lenses of race and social justice to explore how religious expression impacts the cultural, social, political, and personal narratives/discourses that comprise the modern public square. We will consider public spaces in the context of anti-Asian and anti-Black racism as well as Islamophobia and the intersectional privileges and prejudices these communities negotiate. Issues such as immigration, borders, racialization, entrenched beliefs and traditions dovetailing with structural racism in the American context will be discussed each through video modules from the Interfaith Youth Core along with supplemental readings. By centering the lived practices and discourses through which access and agency is forged within public spaces (material and virtual), I want students to learn how they are both participants in and makers of these spaces. This course asks students to interrogate the ways in which their personal identities intersectionally determine how public spaces are constructed, which public spaces we enter, and how we participate in those spaces. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, "negritude," "the wandering Jew," and "otherness" by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman's work on the "Jew's Body" and "Jewish Self-Hatred," Bernasconi's work on the phenomenology of race, and discourses of "Other-as-disease" in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with JUST-2026 and PHIL-2026.

**RLGS 2108 Islam in the United States (4 Credits)**

A historical introduction to the presence of Islam and Muslims in the United States, from an examination of the first Muslims in North America, to the substantive influence of the minority Indian evangelical Ahmadiyya movement, to Islam in African American communities. Also examines contemporary Muslim communities in the U.S. and the ways in which ritual and faith are today developing with "American" accents. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2110 Buddhism in the U.S.A. (4 Credits)**

Exploration of different viewpoints on complex issues related to the assimilation, acculturation and reinvention of Asian Buddhist traditions both locally and globally in the past 150 years. Students consider the "two-way traffic" between recent developments in various traditions of newly Americanized Buddhism and their respective cultures of origin through the processes of globalization and transnationalism. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2111 Islam and United States Politics (4 Credits)**

This course offers students a historically grounded introduction to the relationship(s) between Islam and United States politics. Students consider the role played by Islam and Muslims in early American political thought, Americans' relationships with Muslims abroad and at home, as well as evangelization efforts. It examines the impacts of the Nation of Islam, the Cold War, Iranian Revolution and Gulf War I, as well as of the September 11 terror attacks, the Iraq and Afghanistan wars, the 2006 and 2008 elections, and concludes by reflecting on the 2012 election and suggesting how Islam might impact U.S. politics over the next decade. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2114 Roots of Yoga and Tantra: Methodologies and Modern Practice (4 Credits)**

This class will explore the pluralistic origins of yoga and tantra both within South Asia and a global context, the relationship between yoga (union, control) and tantra (ritual/material technologies), how they function as a ritual/spiritual practices, and conclude by examining how yoga and tantra have become popular, transnational phenomena. The first half of the class focuses on the history of yogic/tantric traditions, texts, and communities while the second is devoted to study of the guru/śiṣya (teacher/student) relationship as the foundation of modern yoga. Some of the issues we will engage include different conceptions of the human self, how and why particular cultural and religious practices cross geographical and cultural boundaries, the role of the guru, and secularization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2116 American Mythology (4 Credits)**

Myths convey social and moral values. Myths, moreover, serve as conceptual models for society and furnish "symbolic articulation of the social patterns" of a given society. In this class, students will establish clear connections between social order and the myths that sustain it, against the view that myths are merely imaginary, misguided perceptions of reality with little social value. In this course, you will need to ask yourself, "How do each of these myths translate into social behavior? In other words, how have these myths been acted out historically and how are they "performed" today? The United States of America has always had a strong, mythic sense of identity, mission, and destiny. It is worthwhile to reflect for a semester on how the "idea of America" has taken shape and is continuing to evolve and diversify. Robert Bellah introduced the influential concept of an American "civil religion"—a secular myth of America. In addition, we must understand that America is the result of contact between at least three different groups of people: Native Americans, Europeans, and Africans. The functional equivalents of creed, scripture, prophets and religious mission are seen in the Declaration of Independence, the Founding Fathers and Manifest Destiny. Concepts of freedom, the pursuit of life, liberty, and happiness, democracy, and the right to bear arms flow from these myths. Beyond the notion of a master myth of America, we will discover that there are other myths of America that are themselves proper objects of study. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2118 "Women as the Gateway to Hell": Gender and Identity in South Asia (4 Credits)**

This course explores the role of women in public and private spaces in South Asia through the lens of religious praxis and belief. We will explore the ways in which Hindu, Jain, Buddhist, Sikh, Muslim, Christian, and Adivasi (indigenous) traditions have portrayed the role of women in scripture and consider these textual proscriptions and descriptions in the context of the lived experience of these belief systems. The primary aim of the course is to expose students to the complex relationship between the deified "feminine" and the construction of gender within modern South Asia. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2119 Caste, Race and Colonialism (4 Credits)**

This course explores intersections of social, political, and personal structures that shape the various identities we hold. We have chosen three categories: caste, race, and colonialism, to showcase how identities emerge as unique intersectional sites of contestation and negotiation between individual difference, historical context for how to understand that difference, and the ways social/political structures valorize difference. To foreground lived experience in the construction of identity, our course will draw on a number of resources including: blogs, opinion pieces, podcasts, peer-reviewed articles, selections from books, documentaries and film, and social media both within and outside the US. The goal of this course is to encourage students to consider how "identity" and "privilege" are contingent terms that operate on multiple levels (e.g. personal, social, and political) and help uncover the networks of vulnerability, power, and access/accessibility that inform identity. Furthermore, we invite students to engage with these terms through practical assessments (e.g. producing a podcast) in order for them to "see" how they both produce and are "produced" by the various public squares in which they participate. Students will deconstruct the categories of caste, race, and colonialism in the context of socio-political and cultural structures (e.g. religion, gender identity, ability, political beliefs, etc.) We ask students to consider the following questions: In what ways, do these categories shape our personal and public identities? How do these categories work within contemporary public and private spaces? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2250 Introduction to African American Religions (4 Credits)**

This course will explore the nature and the meaning of black religion. We will examine the historical development of African American religion in the United States and explore diverse African American religious groups, such as the Nation of Islam, the Moorish Science Temple of America, Black Jews of Harlem, and others. Specific attention is given to the ways in which African American religious groups have developed in North America, especially the United States and the Caribbean, during slavery and beyond. The course will have three sections. First, we will attempt to define religion in the larger context of religious studies. Second, we will investigate how black religions and black religious scholars deploy Africa as a deep symbol. Finally, we will survey the historical and theological development of a variety of black religions that have been influential in North America. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with MUAC 2251.

**RLGS 2301 American Indian Religion (4 Credits)**

This course will provide an overview of the religious beliefs and practices, histories, cultures, and contemporary lives of the Native American communities in the Rocky Mountains (Ute) as well as those commonly referred to as the "Great Plains Indians" (primarily the Blackfoot, Cheyenne, Sioux, and Crow). Made up of thirty different tribes with seven different language groups, Plains Indians constitute a diverse range of languages, customs, social structures, and religious beliefs. As we learn about the various worldviews and lifeways of Rocky Mountain and Plains Indians peoples, we will also explore the relationships between religion and culture, religion and society, religion and land, and religion and conflict. We will watch several films covering a variety of Native American issues. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2310 World Christianities (4 Credits)**

This class will be an exploration of the variety of Christian expressions that have developed around the globe. As Christianity has spread through conquest, missionary work, immigration, trade, and other means, new converts and their offspring have had to reconcile Christian doctrines, rituals, and ethics with the beliefs and practices of their own cultures. This has led to what some scholars have referred to variously as mixing, syncretism, hybridity, creolization, contextualization and/or enculturation. This class, while considering the value of these terms, will, however, take the following as its foundational perspective: from the early Christian community to contemporary denominational specificity, all forms of Christianity have emerged as a result of cultural contextualization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2501 Islam on Film (4 Credits)**

This course uses the medium of film to introduce students to the history, faith, practice, culture(s), and politics of Islam. Focusing on feature films and documentaries, it employs film to open up a broad spectrum of questions relating to personal piety, gender equity, generational conflicts, social class, governmental repression, and ritual practice. Proceeding thematically along a broad historical frame, the course focuses on the late twentieth and early twenty-first centuries, presenting a balanced picture of life in Muslim-majority and Muslim-minority countries and highlighting the complex picture of Muslim life today. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 3205 Native Americans and Christianity in USA (4 Credits)**

This class will help students explore the forms of Christianity that have emerged among the indigenous peoples of North America. In their struggles against and adaptation to Euro-American cultural forms, indigenous peoples have developed "contextualized" forms of Christian religiosity. Students will develop a careful understanding of the multiplicity and historical contingency of Christianity as it has spread throughout the world.

**RLGS 3453 Is God a Racist Sexist?: Black Liberation and Womanist Theology (4 Credits)**

What is God's race? Does God have a gender? Is God on the side of the oppressed? Black liberation and Womanist theologies have asked these questions based on experience of black oppression in the context of the United States. African Americans have compelled to make sense of God in light of chattel slavery, Jim Crow laws, the Civil Rights Movement, and the Black Power Movement. This questioning continues in light of today's social environment. This seminar course will discuss the many strands of liberation theology in the United States, including Womanist theology. In addition to black liberation theology's methodologies and its challenges to the theological discipline, we will explore the origins and development of theological discourse in the late 1960s during the later part of the Civil Rights Movement and the emergence of the Black Power Movement. Black Theology is a theological perspective which draws on the diverse sources, including religious experience, art, literature, music, and lived narratives. These sources will inform our study. Students will engage critical voices that have shaped the movement such as James Cone, but also engage critiques of Cone and Black Theology. The course will also explore how liberation theologies attempt to deal with the problems of race, class, and gender. Student will be introduced to theological construction in African American communities and analyze the similarities and differences between these theological constructions.

**RLGS 3642 Martin Luther King, Jr., Malcolm X and Civil Rights (4 Credits)**

In this course, students will explore the lives and religious thought of Martin Luther King, Jr. and Malcolm X, two of the most prominent black religious leaders during the height of the US Civil Rights Movement, often perceived as ideological opposites. Through engaging with their autobiographies, speeches, students will compare and contrast their thoughts on religion, race, and politics in the United States. During the course, students will be able to identify religious and political similarities and differences between the two leaders. We will also explore the development of their religious and ideological shifts in the context of the struggle for civil rights. Ultimately, we explore how their vision for racial justice developed into a call for social and economic equality and human rights.

**RLGS 3645 Religious Nationalisms: A Comparative Approach to White Christian Nationalism and Hindu Nationalism (4 Credits)**

This course examines the religious nationalism in the context of South Asia and the US. We investigate the religion, identity, politics, and power with readings/materials that explore historical memory, religious symbols/rituals/canon, political upheavals, and violent actions in both of these regions. In the context of South Asia, we will examine the British colonial period and post-independence India. In the US, we will focus our attention on post-Civil War politics and the development of the modern US polity. We necessarily interrogate the history and dynamism of important terms such as "religion", "nationalism", and "secular" in the context of Hindu Nationalism and white Christian Nationalism in South Asia and the US respectively. At the core of our inquiry is how specific religious traditions have been invoked in political contexts (and vice-versa), public displays of religiosity, and the complex dynamics of religion and the state.

**RLGS 3694 Religion in the Virtual Space: A Critical Theory Approach (4 Credits)**

This course uses a critical theory lens to consider religious praxis, traditions, beliefs, canons, and rituals within virtual/digital spaces (e.g. websites, apps, social media, digital platforms for gaming, etc.). Students will be introduced to several scholars of virtual religious spaces and practices who use both netnography techniques and critical theory approaches (e.g. Wendy Chun, Lisa Nakamura, Michelle Zappavigna, Oliver Roy, etc.) as well classical scholars of semiotics and language (Judith Butler, Jacques Derrida, Walter Benjamin, Julia Kristeva, and others). Theoretical works are paired with ethnographic, historical and/or public scholarship/experiential to offer students a "lived perspective" critical approach to the topic of digital or virtual religion.

**RLGS 3708 First Americans in Film: Religion, Land, and Identity (4 Credits)**

This course will explore, using a chronological approach, the history of Indigenous portrayal in the US Western Cinematic tradition. Students will be exposed to a variety of interweaving historical processes; including colonial history (with particular interest in Indigenous experience), the history of the film industry, the history of Indigenous representation in film, and the history of the 20 Century United States (with particular interest in Indigenous experience). The first two weeks of the course will be dedicated to the development of a theoretical toolbox. This toolbox – consisting of a series of theoretical concepts and analytical approaches – will function as the bedrock of the class and empower students, supplying the necessary lenses through which to analyze the films that will be screened throughout the quarter.

**RLGS 3814 Modern Hinduism (4 Credits)**

Doctrines, practices and history of South Asian Hinduism; conceptions of Gods and gods; image worship and temples; and the influences of caste and gender on the experience of Hinduism.

**RLGS 3890 Religion and Diaspora (4 Credits)**

When forced to leave a homeland, displaced communities frequently turn to religion to maintain identity and adapt to—or resist—new surrounding culture(s). This course examines the role of religion and identity in three Jewish and Christian communities living in diaspora and poses questions such as the following: What is the relationship between religion and (home)land? How have the biblical themes of exodus, diaspora, promise and restoration been applied to contemporary experiences? And how have our American stories been interpreted through the lens of the Bible? As part of the service learning component, students have the opportunity to work with religious and immigrant aid organizations in the Denver community. Cross listed with JUST 3890.

**RLGS 3893 Buddhism and Social Justice (4 Credits)**

This course examines Buddhist theories and practices of social justice, with a focus on the contemporary global movements known as "Humanistic Buddhism" and "Socially Engaged Buddhism." The course covers topics such as: the roots of engaged Buddhism in social and political movements of 19th and 20-century Asia, the role of meditation and other Buddhist practices as both a support for and a means of social engagement, and Buddhist approaches to contemporary issues of racial justice, equality, economic development, and the environment. In the final analysis, the course asks whether the concept of justice makes sense within a Buddhist worldview, or if Buddhist concerns for social welfare hinge on an entirely different paradigm. This course is a community-engaged service learning course. As part of the course, students work with a local community partner to further their own community engagement work.

**SOCI 2160 Racism and Anti-Racism through Film (4 Credits)**

This course is an examination of the socio-historical and political evolution of racism and anti-racism through documentary film. We will trace the origins and continued significance of race, racism, and anti-racism from the pre-colonial era to the present. While our primary focus will be on the United States, we will also pay attention to race, racism and anti-racism in a global context. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2320 Race and Ethnic Relations (4 Credits)**

Relationship of racial and ethnic minority groups to systems of social stratification; emphasis on United States. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2370 Micropolitics of Race (4 Credits)**

This class explores racialized experiences and controversies that affect daily life in the United States. We use insights from sociology to analyze racial identity and public behavior. For example, why do many people of color often "code-switch" as they move from interacting with family and friends and into their workplace? Why are some Black people accustomed to giving "the nod" to other Black people they encounter in majority-white spaces? Why are many native-born Asian-Americans told that they "speak really good English" (what sociologists would call a microaggression)? We also explore controversies, including interracial dating, gentrification, "transracial" individuals, and Elizabeth Warren's Native American identity claims. We will situate our analyses of the everyday politics of race within institutional and structural racism. Prerequisite: SOCI 1810.

**SOCI 2622 Deportation Nation (4 Credits)**

This service-learning course examines the nexus of the criminal justice and immigration—or, crimmigration—system. Through a scholarly analysis situated of the historical, social, and political processes that have informed contemporary immigration law and policy, the course focuses on the shift to enhanced enforcement, detention, and mass deportation. Prerequisite: SOCI 1810.

**SOCI 2650 Sociology of Immigration (4 Credits)**

This course applies a sociological approach to the study of international migration. Students examine early and contemporary waves of migration to the U.S.; theories of migration; processes of settlement and incorporation; the construction of immigration and citizenship; and institutional responses to immigration across and within immigrant groups. The course also examines variation in immigrant experiences along the lines of race/ethnicity, gender, and sexual and age identities. The course culminates in an examination of the impact of migration on the U.S. and on immigrants' sending communities. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2655 Latina/os in American Society (4 Credits)**

Latinas and Latinos constitute one of the largest and fastest growing ethnic groups in the United States. This course uses a sociological lens to understand Latina/os' experiences in the U.S. Specifically, we address Latinas' and Latinos' historical experiences and migration trajectories; assimilation, incorporation and racial/ethnic identity formation; the family, schools and labor markets; and political participation. In so doing, we discuss and challenge stereotypes about Latina/os, present alternative perspectives about Latina/o experiences in the U.S. and most importantly, understand their contributions to their families, their communities, and to the nation as a whole. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2710 Crime and Inequality (4 Credits)**

This course conducts a systematic investigation of the nature of inequality as it is related to crime and criminal justice in America. Racial, gender and class disparities are explored at critical stages of the criminal justice process, including crime commission, law-making, policing, court actions, and sentencing. This course considers the effects of inequality - particularly on system functions, employment opportunities, family stability and offenders' communities. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2719 Social Movements (4 Credits)**

Studies in range of perspectives and research issues pertinent to understanding of social movements (groups operating without clear-cut direction from established social structure and culture). Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2726 Hate Crimes and Hate Groups (4 Credits)**

This course will examine how hate crimes and hate groups in the United States have been studied by social scientists and how their findings can inform the public good. Over the quarter this course will explore how hate crimes are defined relative to other forms of bias and crime, how the criminal justice system addresses hate crime and bias, how social movement mobilization influences hate crime trends, and how hate groups influence bias and hate incidents in the United States. The course will begin by asking how we all view hate in the United States, Colorado, and Denver as lay people. Then we will explore the political determinants and forces as play in how hate crime laws came to fruition and their argued effects. Next we will explore trends and patterns in hate crime victimization and offending. Next we will explore research on hate group ideologies, formation, and relations to hate crime offending. Finally, we will conclude with broader look at how hate relates to long term trends in violence and the state and what seems to be the next best steps for addressing hate in the United States. Prerequisite: SOCI 1810.

**SOCI 2820 Drugs and Society (4 Credits)**

Relationship between drug use, drug control and social contexts; various sociological themes relating to use and control of drugs in American society. Prerequisite: SOCI 1810 or permission of instructor.

**SPAN 2400 Latino Cultures in the United States (4 Credits)**

Interdisciplinary study of Latino contemporary issues in the United States incorporating aspects of the distinct socio-historical, political, economic, and cultural dynamics that have contributed to the shaping, development and increasing prominence of Latino communities. Includes an examination of how Latino cultural forms and practices intersect with socio-historical, economic, and political forces as a framework for understanding the Mexicano/Chicano, Puerto Rican, Cuban, Dominican and other Latino communities embedded in the very fabric of what constitutes the United States. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.

**SPAN 2802 Afro-Latinos in the US (4 Credits)**

Afro-Latin@s (Afro-Latinos and Afro-Latinas) is a group designation for a community that, until recently, had not tended to call itself, or to have been called, in that way. The group's past, however, demonstrates a sense of tradition and shared social and cultural realities, and the term is increasingly being used in the twenty-first century. Particular to the USA context, as opposed to Latin American countries, is that here the Afro-Latin@ experience has to do with the cross-cultural relation between the Afro and the Latin@, which means most conspicuously the relation between Latin@s and African Americans. It is important, however, not to limit the concept to that connection and recognize the presence of a group that embodies both at once. This class explores the history of Afro-Latin@s in the USA, as well as examples of unique lived experiences of Afro-Latin@ individuals navigating their social identities as they intersect with other Blacks and Latin@s. The identity field linking Black Latin Americans and Latin@s across national and regional lines will remain within focus. The class will be grounded in the analysis and discussion of a variety of texts and artifacts including essays, poetry, narrative, and film. This class will be conducted in English and will not count toward the major or minor in Spanish. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**SPAN 2804 Latin American Popular Culture (4 Credits)**

This course is an introduction to the study of Latin American popular culture. Basic theoretical notions about the subject will be introduced but the emphasis of the class will be on the discussion of literature analyzing specific situations, events or expressions drawn from various Latin American countries during the nineteenth and twentieth centuries as well as the United States in the twentieth century. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2808 Inventing Latin America (4 Credits)**

In this course we will explore the Idea of Latin America in a broader context of social constructs and social formations using theoretical frameworks from History, Anthropology, Geography and Semiotics. Students in this course will learn and assimilate theoretical tools to identify what a social construct is, how it is built, used, and how it changes. Based on readings focused on specific examples in the history of the mass of land called first new world, first America, west indies and later, Latin America, we will analyze the ways in which temporal and spatial dimensions are enforced to build these and other concepts that are part of the global process of cultural negotiations. Modernity, traditional, underdeveloped, exotic, "western" or "not western" are part of the vocabulary that informs what has been called "politics of time and politics of space". We will focus specially on the ways the binominal Latino/a and Latin America is used in the context of the multicultural idea of the USA, underlaying the difference in meaning when the term has been employed in the context of national discourses in Latin America. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.



**SPAN 2930 From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico (4 Credits)**

This course is an intensive examination of the past and present of one of the most fascinating cities in the world, Mexico City. Paying particular attention to space and place, we will examine the historical processes (political, intellectual, ecological, social, and cultural) that are manifest in the urban development of the megacity. By taking this class in Mexico City, students will be able to visit some of the landmarks of Mexican History, as well as several other significant museums and archaeological sites. Similarly, by engaging in an in-depth reflection structured along textual, visual, and in-sight materials and experiences, students will be invited to reflect about matters of change and continuity as well as how national socio-political trends are reflected in local contexts, thus also learning to reflect about the interpretive relationship between the micro-macro levels of analysis. Prerequisite: SPAN 2350.

**SPAN 3500 Interrogating 'convivencia': Muslims, Christians, and Jews in Iberia (4 Credits)**

This course proposes to critically interrogate the complex relationship between the Muslim, Christian, and Jewish communities of the Iberian Peninsula, and the lasting impact of the historical relationship between these communities on the culture, literature, art, politics, and economy of Spain, with particular emphasis on the period 711-1700. Special attention is paid to problematizing the notion of 'convivencia' and to considering how diverse representations of the 'three cultures' are appropriated in the construction of national(ist) ideals that are overtly reflected in literature and art, both in Medieval and Early Modern Iberia and in contemporary Spain. Enforced Prerequisites and Restrictions: SPAN 2300, 2350, 2400, or equivalent.

**SPAN 3510 Sex, Bodies, and Power in Imperial Spain (4 Credits)**

This course considers the body a key locus of social and political struggle in the 16th and 17th Centuries in Spain and in the Indies. Contemplating the role of a variety of discourses from diverse fields (medicine, law, philosophy, theology, politics), we will ask such questions as: What is the body and how does it work in physical terms? How is the body used to perform or problematize legal, moral, and social identities? How is the body used as a mechanism to marginalize, control, or exclude individuals or groups, or to legitimize the authority and power of other individuals or groups? We will contemplate representations of the body in diverse media and genres (painting, sculpture, engravings, theater, novels, poetry, autobiography, medical treatises, moralizing tracts) in order to reconstruct the complex epistemology through which the body, and especially problems of race, gender, and sexuality, was conceptualized in the 16th and 17th Centuries. Particular attention will be paid to the representation of the materiality of the body (physiology as a key to moral and cultural difference), eroticism, homosexuality, cross-dressing, 'monsters,' sickness, and reproduction, considering the representation of such corporeal phenomena to be a privileged space for interrogating the ideologies and structures upon which Power is built. Enforced Prerequisites and Restrictions: SPAN 2300, 2350, 2400 or equivalent.

**SPAN 3600 Caribbean Blackness: Conflictive Identity (4 Credits)**

Introduces the student to the Caribbean region, particularly examining cultural characteristics of the Spanish speaking Caribbean, with an emphasis on race relations and the contributions of peoples of African descent. The focus is interdisciplinary and includes readings on anthropology, religion, and history among other subjects, together with close readings of literary texts. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3650 The Andean World: Artistic Representations of Power, Resistance and Social Change (4 Credits)**

Survey of Andean literature and art created during the nineteenth, twentieth and twenty-first centuries; artists' portrayals of strategies for resistance and the struggle for social justice in modern Andean society. Study of a wide variety of genres including short stories, novels, testimonials, poetry, essays, songs, visual art and film. Class discussions, theoretical texts and student analyses focus on the central theme of representations of power, resistance and social change in the Andes. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3670 Exploring the Amazon: A Literary, Filmic and Ethnographic Journey (4 Credits)**

Introduces the student to the Amazonian region of South America and the ways in which this fascinating landscape and the diverse peoples who inhabit it have been portrayed and exploited by "outsider" novelists, filmmakers, explorers, anthropologists, businessmen, and scientists beginning in the sixteenth century. This course also includes a survey of texts selected from the oral traditions of indigenous Amazonian groups such as the Ashanika, Machiguenga, Cashinahua and Ese'ejá. Assigned readings underscore the course's interdisciplinary focus and encourage students to hone their course reading and analytical writing skills through the study of anthropological, historical, literary and filmic texts. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3800 Central American Blackness: Forgotten Roots (4 Credits)**

Introduces the student to the Central American region, with an emphasis on race relations and the cultural contributions of peoples of African descent. The focus is interdisciplinary and includes readings in history and demography among other subjects, together with close readings of literary texts. Prerequisite: SPAN 2350 or equivalent.

**SS 3980 Critical Race and Ethnic Studi (1-4 Credits)**

## Economics

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Economics is the study of the production and distribution of material wealth. This study offers an understanding of the market and non-market institutions—and their historical evolution—that govern such production and distribution at the local, national and global levels. Students examine how individual markets for products, labor and finance work, and why they function well or poorly in part and in whole. They analyze economic structural changes and learn theories of business cycles, as well as investigate the choices and consequences of government policy alternatives. The



Economics major can prepare students for a variety of careers in business, banking, government, and education. Economists hold positions in private industry and government as leaders, consultants, analysts, or advisors. Economics is also a good major for students who are interested in pursuing advanced degrees in Law, Business, International Studies, and, of course, Economics.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

42 credits, including the following:

Code	Title	Credits
ECON 1020	Economics: A Critical Introduction	4
ECON 1030	Introduction to Micro and Macroeconomics	4
ECON 2020	Intermediate Microeconomics	4
ECON 2030	Intermediate Macroeconomics	4
ECON 2050	History of Economic Thought	4
ECON 2670	Quantitative Methods	4
ECON 3990	Capstone: Research, Evaluate, and Report on Living in CO	2
A minimum of four other upper-division ECON elective courses (2000 or 3000 level) of which one must be at the 3000 level*		16
Students must take one course with the service-learning (SLRN) attribute or complete an internship (requires registering for ECON 2980 for 0 credits).**		
<b>Total Credits</b>		<b>42</b>

\* Elective courses should be chosen in consultation with a major advisor.

\*\* Any 2000-level or above course with the service-learning attribute from *any* major can satisfy this requirement, including an ASEM. However, only an ECON course with the SLRN attribute will also count towards the elective credits. Enrollment in the internship course requires approval from the department's internship coordinator or chair. The combination of experiential learning through a SLRN course or internship plus the Capstone course constitute the ECON major's "Keystone Experience."

## Secondary Major

### Secondary Major

42 credits. Same requirements as for the BA degree.

## Minor

### Minor Requirements

20 credits, including the following:

Code	Title	Credits
ECON 1020	Economics: A Critical Introduction	4
ECON 1030	Introduction to Micro and Macroeconomics	4
ECON 2020	Intermediate Microeconomics	4
or ECON 2030	Intermediate Macroeconomics	4
At least 2 upper-division courses (2000 or 3000 level)		8
<b>Total Credits</b>		<b>20</b>

### Requirements for Distinction in the Major in Economics

- Minimum 3.5 cumulative GPA
- Minimum 3.75 major GPA
- Of the four electives, two must be at the 3000-level
- Completion of ECON 3997 Economics Honors Thesis (4 credits, not considered a 3000-level elective)
- Total of 46 credits

## BA in Economics

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students

can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
Language sequence OR SI Natural sequence		4 Language sequence OR SI Natural sequence		4 Language sequence OR SI Natural sequence	4
AI Society or AI Natural		4 AI Society or AI Natural		4 AI Society or AI Natural	4
ECON 1020		4 ECON 1030		4 Upper-Division ECON Course	4
		<b>16</b>		<b>16</b>	<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
Language sequence OR SI Natural sequence		4 Language sequence OR SI Natural sequence		4 Language sequence OR SI Natural sequence	4
ECON 2020		4 ECON 2030		4 ECON 2050 (or other Upper-Division ECON Course)	4
SI Society		4 SI Society		4 ECON 2670 (or other Upper-Division ECON Course)	4
Upper-Division ECON Course		4 Upper-Division ECON Course		4 Minor or Elective	4
INTZ 2501 <sup>1</sup>		2			
		<b>18</b>		<b>16</b>	<b>16</b>
<b>Total Credits: 98</b>					

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

#### **ECON 1020 Economics: A Critical Introduction (4 Credits)**

The course gives students a critical understanding of basic economic concepts, showing the importance of differences in the understanding of these concepts by different economic theories: the theories differ both in their view of the economy and its place in society; and in the potential impact of their policy recommendations on different individuals and social groups. The course begins with the immediate experience of life in the “new economy”; and then frames a critical analysis of this experience, drawing out three themes: the relation of the economy to public and private life; inequality and discrimination; globalization. The critical framework calls for a historical dimension: how did we get here? It also points to a defining feature not only of the “new economy”, but of the modern, capitalist economy since its origins: capitalism generates periodic crises within itself. The most obvious crisis is the “economic” one, but equally important are the crises of inequality and discrimination, and of environmental sustainability. The course concludes by considering what kind of economic order, what agents and institutions, would be required to transform capitalism into a socially and ecologically sustainable system. This course counts toward the Scientific Inquiry: Society and Culture requirement.

#### **ECON 1030 Introduction to Micro and Macroeconomics (4 Credits)**

The primary goal of this course is to introduce essential microeconomic and macroeconomic concepts to prepare economics majors and minors for their upper level economics courses. It achieves this goal (i) by separating and interrelating micro level (e.g., individual) and macro level (e.g., society) dynamics in the economy; (ii) by considering those dynamics within their historical context; and (iii) in the context to history of ideas in economics. The course also introduces analytical tools such as graphical and data analysis to demonstrate core ideas in micro and macroeconomic theories and policies. Prerequisite: ECON 1020.

#### **ECON 1988 Study Abroad Resident Credit (0-18 Credits)**

#### **ECON 2020 Intermediate Microeconomics (4 Credits)**

Microeconomic foundations to determine prices and production; consumer behavior, the behavior of firms in competitive and imperfectly competitive markets, and factor markets. Prerequisite: ECON 1030.

#### **ECON 2030 Intermediate Macroeconomics (4 Credits)**

Determinants of aggregate levels of production, employment and prices, focusing on the short-run dynamics of an economy consisting of a complex structure of interrelated markets; includes analysis of investment decisions, monetary structures and labor markets. Prerequisite: ECON 1030.

#### **ECON 2050 History of Economic Thought (4 Credits)**

Development of economic thought; leading writers and schools, their influence and theories. Prerequisite: ECON 1030.

**ECON 2101 Urban Economic History Through Cinema (4 Credits)**

We have recently passed the threshold where more than half of the population globally is living in urban areas. Perhaps more striking is that in 1850 only 3 cities (London, Beijing and Paris) had populations that exceeded a million people, while today there are over 300 such cities, with the largest city, Tokyo, having nearly 40 million inhabitants. Coincidentally, the growth in urban areas coincided with the emergence of cinema. In the popular imagination cities have been sites of both promise and terror and this has been well captured in movies since the early 20th century. This course will consider the economic cycle of cities from the early 20th century to the present as seen through film representations. While the films we will watch are works of art this is not a course on film appreciation. What we are interested in is how the emergence of large clusters of people living together in relatively small areas is being depicted over time. Furthermore, we want to understand how the economic arrangements that define these clusters, these cities, are documented and provide a new way of thinking about how humans decide to live and work in common spaces.

**ECON 2190 Behavioral Economics (4 Credits)**

Economics as a discipline often assumes people are rational and self-interested. Yet, when we look at the world around us, we see these assumptions violated, or at least they appear to be violated. In a course on Behavioral Economics, common economic assumptions are relaxed to allow for some behaviors that consistently appear in reality, such as over-optimism, procrastination, altruism, spite, ..., that standard economic theory has difficulty explaining. In this course we will identify common "irrationalities" in the lives of well-loved characters from literature or film, analyze our own behavior and that of the world around us, propose experiments to test for "anomalous" behaviors and their causes, design models to capture experimental findings, as well as discuss policies to encourage/discourage common human behaviors. We will also consider ways in which individuals, businesses, nonprofits, governments, ..., can utilize the findings of Behavioral Economics (for better or for worse). Prerequisite: ECON 1030.

**ECON 2250 Money & Banking (4 Credits)**

This course familiarizes you with the basic principles of money, banking, balance sheets, financial instruments, financial institutions, and monetary policy. We examine alternative perspectives on a variety of issues such as the nature and origins of money, how money enters the economy, the role of banks and nonbank financial institutions in the creation of money, the relationship between banks, nonbank financial firms and the central bank, and financial crises. Additionally, we study the relation between monetary and fiscal and financial stabilization policies, and whether they are complementary or contradict each other. How these policies affect private sector balance sheets will be another topic of our course. We also study the evolution of the financial system including financial practices, instruments, institutions and how they impact and are impacted by regulation. We then use the principles of money and banking we learn this quarter to understand the role of banks in the recent 2008 Global Financial Crisis, as well as its broader causes and potential cures. Prerequisite: ECON 1030.

**ECON 2280 Gender in the Economy (4 Credits)**

This course moves beyond the traditionally male-dominated view of the economy to explore economic life through a gendered lens. A gendered perspective challenges us to see economic theory, markets, work, development, and policy in new ways. Gendered economic analysis expands the focus of economics from strictly wants, scarcity, and choice to include needs, abundance, and social provisioning in its scope. Cross listed with GWST 2280. Prerequisite: ECON 1020.

**ECON 2300 Comparative Economic Systems (4 Credits)**

The purpose of this course is to develop an understanding of the methods (both theoretical and empirical) used to compare economic systems around the world. As a learning objective, by the end of the course students should be able to explain the differences between economic, financial, and legal institutions, policies, and economic performance in alternative economic systems and to critically evaluate changes occurring in transition economies (particularly China, Russia, and Central and Eastern Europe) and their implications for economic growth. Prerequisite: ECON 1030.

**ECON 2330 China and the Global Economy (4 Credits)**

This course provides a comprehensive overview of the Chinese economy and China's role in the global economy. The course covers the economic interactions between China and the world economy over the past two centuries, evaluates ongoing social, economic and environmental challenges, and evaluates future development possibilities for China and the global economy as a whole. The topics addressed include: the Chinese economy before 1949; the socialist era, 1949-1978; economic reform and market transition; the role of state enterprises; foreign investment; foreign trade; China's role in the global imbalances; the impact of the recent global economic crisis. Prerequisite: ECON 1030.

**ECON 2360 Economics, Ecology, and Social Welfare (4 Credits)**

This course examines the interaction between economic outcomes, environmental effects, and inequality based on the contribution of alternative economic perspectives. It is divided in three core sections: Section I presents a historical examination of the restructuring of global capitalism under neoliberalism, and its impact on resource distribution and ecosystems. It follows a presentation of the theoretical differences between traditional and critical economics in the interpretation of these developments. Section II applies the concepts learned in Section I to specific case studies. For each of these case studies, the analysis will highlight both social and environmental implications and prospects for ecological sustainability and social welfare. Section III discusses alternative economic recommendations for socio-economic prosperity and ecological conservation. Prerequisite: ECON 1030.

**ECON 2400 Public Finance (4 Credits)**

Public-sector economics, including public finance and expenditures; effects of different types of taxes and various government programs; government budgeting; cost benefit analysis. Prerequisite: ECON 1030.

**ECON 2410 Industrial Organization Economics (4 Credits)**

This course explores some applied topics in microeconomic theory such as innovation and technological change; cost of production and decision making by firms; market structures and competition; labor market; the changing role of the state; antitrust; regulation and deregulation; and international trade. Prerequisite: ECON 1030.

**ECON 2450 Race in the Economy (4 Credits)**

This course examines economic life through a racial lens by exploring historical and contemporary experiences such as housing, employment, and wealth. A racial perspective challenges us to see economic theory, markets, work, and policy in new ways and highlights the necessity and the challenge of confronting white supremacy within a system of capitalism. Prerequisite: ECON 1020.

**ECON 2500 Economic Development (4 Credits)**

This course introduces the student to several dimensions of, and forces pertaining to, development processes, including nature's inequalities, colonial legacies, the role and limitations of primary production, labor utilization, industrialization, trade, technology acquisition, foreign direct investment and other forms of capital flow, and the role of the state. If time permits, discussion include environmental concerns and cultural factors. Prerequisite: ECON 1030.

**ECON 2510 The Asian Economies (4 Credits)**

This course is based on a comparative approach, examining several Asian economies' colonial background, their primary producing sectors, the developmental state in these countries, attempts at industrialization, trade policies, technological development, liberalization to attract foreign capital, currency and financial crises. Prerequisite: ECON 1030.

**ECON 2540 Law and Economics (4 Credits)**

This course provides an introduction to the study of law and economics, the objective being to provide a critical examination of the nexus between economics and law. After establishing foundational concepts and definitions the course turns to an investigation of legal history, traditions and movements. For example, this will include examination of common law and civil law (code), the progressive era, legal realism, critical legal studies, the law and economics movement, critical race theory, and law and neoliberalism. An assessment of distinct approaches to law and economics from different economic perspectives will also be undertaken. The latter half of the course covers the economic dimensions to various sources or core areas of law including property, contract, tort, administrative, criminal and constitutional law. Additionally, certain special topics will be introduced and analyzed throughout the course, including the social and legal construction of markets; public finance and the economic role of government; the legal foundations of money; and, environmental, international, family, public, corporate, competition and antitrust law. The course also offers exposure to hands-on and practical factors concerning the profession and practice of law including legal terminology, precedent, reasoning, case review, writing and procedure.

**ECON 2600 International Finance (4 Credits)**

The course covers history, institutions, and theory of international monetary relations. It encompasses topics such as balance-of-payments adjustment, exchange rates, international monetary arrangements, and foreign investment. Commencing with an introduction to national accounting and the balance of payments, the course provides a theoretical foundation for understanding exchange rate determination. Subsequently, it explores discussions surrounding floating and fixed exchange rate systems. The curriculum further delves into a concise history of international monetary relations spanning the last two centuries, including the Gold Standard and the Bretton Woods systems. Moreover, the course engages in a comprehensive examination of the role played by international capital flows and their global impacts. Finally, it concludes with an in-depth discussion on the role of international finance within contemporary global capitalism.

**ECON 2610 International Economics (4 Credits)**

The student learns about balance of payments, accounting, international monetary arrangements, international trade, and international investment. Certain policies that have a direct impact on a country's balance of payments, e.g. macroeconomic policies, exchange rate policy, and commercial policies, are examined. Some features of recent US trade policy stances is also be surveyed. Prerequisite: ECON 1030.

**ECON 2670 Quantitative Methods (4 Credits)**

This course offers an introduction to empirical work and statistics relevant to the study of economics. The course begins with a discussion of the use and creation of data, and various sources of data. It then presents the basic foundations of statistical methods for the description and analysis of data. Students learn how to calculate common descriptive statistics, test hypotheses related to the mean and differences between means, and how to perform and interpret bivariate linear regression analysis. In the process, students learn and use a popular software package commonly used for statistical analysis in economics. Prerequisite: ECON 1030.

**ECON 2701 Topics in Economics (4 Credits)**

Specialized topics in Economics. Check with the Department of Economics or the Schedule of Classes for further information.

**ECON 2710 Labor Economics (4 Credits)**

Labor theory and institutions; theory of labor demand and supply including market models, demographics and education; the labor movement and legislation, industrial conciliation methods, and modern industrial relations. Prerequisite: ECON 1030.

**ECON 2980 Internship (0 Credits)**

This online course integrates first-hand labor market experience and career readiness with economic knowledge and skill building. Students will actively build their professional networks, complete internship hours, engage in professional development, and critically reflect on their labor market experience. Students are responsible for applying to and securing their own internships prior to registering for the course with support from the internship coordinator. Prerequisites: ECON 2020 or ECON 2030.

**ECON 2988 Study Abroad Resident Credit (0-18 Credits)****ECON 3040 Marxian Political Economy (4 Credits)**

An exposition of Marx's theory of value through a detailed reading of Capital, vol. I. Excerpts from other readings by Marx, and some of the relevant secondary literature used. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

**ECON 3075 Marxism (4 Credits)**

This course is a survey in the theoretical and political work influenced by the writings of 19th century philosopher and economist, Karl Marx. The course covers both the historical traditions in Marxism in the 19th, 20th, and 21st century as well as the geographical traditions of these time periods in France, Germany, England, Italy, Russia, China, and America. It is not necessary that students have a prior background in Marx's work, but it is highly recommended. Requires junior standing or above. Cross listed with PHIL 3075.

**ECON 3110 European Economic History (4 Credits)**

The emergence of capitalism from feudal society; the Industrial Revolution, English capitalism; European industrialization; state and economy in capitalism; 20th-century Europe and the global economy. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

**ECON 3460 Monetary Theory and Policy (4 Credits)**

Studies the interaction between money and the economy. Examines the workings of the financial institutions and how they affect the economy. Looks at the questions of what serves as money, what determines interest rates, and how the central bank conducts monetary policy and its effect on the performance of the economy. Restriction: junior standing. Prerequisite: ECON 2030.

**ECON 3480 Money & Financial Markets (4 Credits)**

Examines workings of the money and financial markets and their relation to the monetary system and to the macroeconomy. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

**ECON 3500 Economic Development (4 Credits)**

Careful re-examination of the works of the prominent development economists of the immediate postwar decades to critically shed light on the treatment of topical development problems by modern economists. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

**ECON 3590 Urban Economics (4 Credits)**

Covers topics and issues of economic growth and decline in metropolitan areas, emphasizing urban economic issues. A broad range of policy areas is discussed, including labor market policy, welfare reform, housing policy, racial segregation, transportation, and environmental policy, among others. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

**ECON 3600 International Monetary Relations (4 Credits)**

Theory, policy, and history of international organization of money and finance; open-economy macroeconomics: balance of payments, exchange rate dynamics, monetary policy effectiveness. Cross-listed with INTS 3600. Restriction: junior standing. Prerequisite: ECON 2030.

**ECON 3610 International Trade Theory & Policy (4 Credits)**

Examines topical trade issues confronting the United States, policies proposed to tackle them, and the theoretical underpinnings of these policies. Studies how those policies could affect the less developed countries as determined by the environment established under the World Trade Organization. Prerequisite: ECON 2020 or 2030. Recommended: ECON 2610.

**ECON 3620 Philosophical Perspectives on Economics and Social Sciences (4 Credits)**

This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, economics, and the social sciences. More specifically, the main goal is to engage in a critical discussion of how sciences such as psychology, sociology, and neuroscience can challenge and modify the foundations and methodology of economic theories. The course is structured around three broad modules. After a brief introduction, we begin by discussing the emergence of rational choice theory which constitutes the foundation of classical and neoclassical economics and present some paradoxical implications of expected utility theory. The second module focuses on the relationship between economics and psychology. More specifically, we examine the emergence of behavioral economics, the study of the social, cognitive, and emotional factors on the economic decisions of individuals and institutions and their consequences for market prices, returns, and resource allocation. Finally, the third module focuses on the implications of neuroscience on decision making. We discuss some recent developments in neuroeconomics, a field of study emerged over the last few decades which seeks to ground economic theory in the study of neural mechanisms which are expressed mathematically and make behavioral predictions.

**ECON 3670 Econometrics: Multivariate Regression Analysis for Economists (4 Credits)**

This course develops the foundations of ordinary least squares (OLS) regression analysis and teaches students how to specify, estimate, and interpret multivariate regression models. Students have to apply what they have learned using a popular software package used for econometrics and real data. Special topics also covered include regression models that include dummy variables, log-linear models, fixed effects models, a brief discussion of instrumental variables, and an introduction to time-series analysis and forecasting. Prerequisites: ECON 2670. Cross-listed with ECON 4670.

**ECON 3701 Topics in Economics (4 Credits)**

Specialized topics in Economics. Check with the Department of Economics or the Schedule of Classes for further information.

**ECON 3740 Health Economics (4 Credits)**

This course is designed to study the nature of the organization of health care production, delivery and utilization according to economic theory. It introduces the up-to-date problems and issues in the U.S. health care system by studying demand for and supply of health care services, health care production and costs, and market analysis of health care industry. Important parties playing roles in health care industry such as private health insurance firms, physicians, pharmaceutical industry, and hospital services will be studied in detail. In addition, the course deals with the role of government in health care industry and various health care reforms proposed in the U.S. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

**ECON 3830 Topics in Macroeconomics (4 Credits)**

Coverage varies but may include advanced topics in monetary theory, the study of business cycles, or the works of important monetary and macroeconomic theorists. Restriction: junior standing. Prerequisite: ECON 2030.

**ECON 3850 Mathematics for Economists (4 Credits)**

The frontier of the research in modern mainstream economics relies on the modeling of economic phenomena, which requires increasingly sophisticated mathematical tools. The purpose of this course is to introduce these tools to early graduate students and advanced undergraduates, particularly those interested in pursuing graduate studies in economics. While this is primarily a math course that covers topics from linear algebra, multivariate calculus, and constrained optimization, economic applications will be used to provide intuition. This course provides a solid foundation in mathematical economics as well as a glimpse of the kind of work that is currently being done in the field. For graduate students, the course will provide the necessary mathematical background for ECON 4030 and Econ 4020. Prerequisite: ECON 2020 and 2670.

**ECON 3900 Growth, Technology and Economic Policy (4 Credits)**

This course will introduce students to innovation dynamics – technological change as the foundation for the growth of and structural changes in economic activity - through the lenses of 1) economic theory, as evolutionary economics, in particular original institutional economics and neo-Schumpeterian economics, as well as Marxian themes around dynamics of change in economies and societies; 2) economic history, to further underline the nature of innovation as a social phenomenon that has impacted technological capability and economic activity, in scope, reach, and level, in societies as well as societies themselves; and 3) economic policy, to emphasize focus areas for the successful support of innovation, and desired innovation, with examples drawing from the economic development process as well as national innovation systems concepts and the role of the public sector as an active participant in economic activity in general. The focus for the course under all three perspectives will be on changes to technological capability, from a social perspective that emphasizes systemic components in the processes of innovating and change. Prerequisite: ECON 2050.

**ECON 3970 Environmental Economics (4 Credits)**

This course examines economic perspectives of environmental and resource problems, ranging from peak oil, food crisis, and climate change. Topics include the property-rights basis of polluting problems, environmental ethics, benefit-cost analysis, regulatory policy, incentive-based regulation, clean technology, population growth and consumption, and sustainable development. Restriction: junior standing. Prerequisite: ECON 2020.

**ECON 3988 Study Abroad Resident Credit (0-18 Credits)****ECON 3990 Capstone: Research, Evaluate, and Report on Living in CO (2 Credits)**

Gather and evaluate data to share the diverse economic experiences of all Coloradans. Collectively write and present an economic report. Engage with Colorado policymakers and policy advocates to explore how research informs policy and to enhance understanding of policymaking and outcomes throughout Colorado.

**ECON 3991 Independent Study (1-8 Credits)**

Prerequisites: ECON 1030.

**ECON 3995 Independent Research (1-4 Credits)**

This research project is based on a topic that the student picks in consultation with the chair of the economics department. During the consultation process a faculty supervisor is assigned to work with the student throughout the research process. The topic is preferably one that requires the student to demonstrate her/his ability to apply what he/she has learned in the intermediate-level required courses for the economics major. Restriction: senior standing.

**ECON 3997 Economics Honors Thesis (4 Credits)**

Students pursuing Departmental Distinction will write an Economics Honors Thesis of between 30 and 50 pages during their senior year. The subject of the Thesis must concern some important topic in Economics, the precise nature of which will be determined by the student and an advisor chosen from among the Economics faculty. A student wanting to try for this Distinction must first meet with the Department Chair to discuss which Professor he or she will request to supervise his or her Thesis. The Professor who agrees to supervise an Honors Thesis is responsible for certifying that the work is of sufficient quality for Departmental Distinction in Economics.

## Electrical and Computer Engineering

Electrical and Computer Engineering

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Web Site: <http://ritchieschool.du.edu/departments/ECE> (<http://ritchieschool.du.edu/departments/ece/>)

The mission of the Department of Electrical and Computer Engineering (ECE) at the undergraduate level is to offer programs that support and complement the University mission; to provide a general undergraduate education in computer, electrical, and mechanical engineering that prepares students for employment or graduate study; to include interdisciplinary engineering work in all engineering programs; to encourage the professional status of the faculty; and to foster the professional awareness of the students. This statement concisely sums up the goals and objectives of our programs. All Engineering degrees are accredited by the Engineering Accreditation Commission (EAC) of ABET.<sup>1</sup>

<sup>1</sup> 111 Market Place, Suite 1050  
Baltimore, MD 21202-4102  
Telephone: 410-347-7700



You will find information about the following topics below:

- Program Educational Objective
- Program Components
- Engineering Design
- Course of Study
- PINs and Undergraduate Research Assistantships
- Study Abroad
- Fundamentals of Engineering (FE) Exam & Enrollment as an Engineer-Intern (EI)

### Program Educational Objectives

The undergraduate program objectives of the Electrical and Computer and Mechanical and Materials Engineering Departments are to produce graduates who, within a few years of graduation:

1. Apply their engineering and problem-solving skills towards engineering practice, engineering graduate school, or other fields such as medicine, science, business, or law.
2. Value and demonstrate character by acting responsibly, ethically, and professionally.
3. Work synergistically in diverse and global environments to positively impact society.
4. Embrace life-long learning to support professional development and personal wellness.

### Student Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.

The students outcomes for the BS in Electrical Engineering or Computer Engineering program are:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

### Program Components

The Departments of Electrical and Computer Engineering (ECE) and Mechanical and Materials Engineering (MME) work closely together to deliver an exceptional educational experience for our students and to advance the state of the art through research and industry collaborations.

All of our engineering programs have several components:

1. The University of Denver's Common Curriculum, which includes first-year seminar, writing courses, analytical inquiry and scientific inquiry courses, and advanced seminar
2. Basic sciences and mathematics, including chemistry, physics, and mathematics
3. An engineering common curriculum, with fundamental material from computer, electrical, and mechanical engineering
4. An engineering discipline (computer engineering, electrical engineering, mechanical engineering)
5. Multiple integrated design experiences, which are interdisciplinary and involve teams working on impactful real-world problems
6. Depth and/or breadth in the discipline through engineering, math, and science electives personalized to the student's individual interests.

### Engineering Design

The feature of engineering programs that most differentiates them from programs in basic or applied science and mathematics is engineering design, which is both an art and a science. Our programs feature a four-year stem of course work required of all students, regardless of curriculum, which emphasizes design, project work, team-work, and the application of scientific and technical knowledge and design skills already acquired to the

solution of interdisciplinary engineering problems. As the student progresses in the curriculum, more and more reliance is placed on previous work, and more realistic constraints and considerations are required for success. The sequence culminates in a three-quarter capstone design project carried out in the final year. Additional design work is contained in specialized courses.

### Course of Study

Engineering curricula are highly structured; acquisition of certain knowledge and skills must precede acquisition of more advanced ones. There is, thus, very little flexibility in the order in which courses must be completed, and there are few electives. Most engineering courses are offered only once a year, so an omission or deletion can add a year to the time required to complete the degree program. Although a high percentage of our students graduate in four years, it should be noted that, nationwide, nearly half of all engineering graduates take more than four years to complete their degrees, so students should not become discouraged if this is needed. The additional year may also be used to acquire additional expertise.

**Engineering Common Curriculum:** The curricula in all programs are the same for the first 5 quarters; a student can delay choosing an engineering major until the beginning of the spring quarter of their second year.

#### Advanced Curriculum (Four Year Program):

The curricula for the last two years have several components:

1. Advanced work in the engineering discipline chosen;
2. Integrated engineering project work and design;
3. Development of a specialized area (details of the areas of specialization for each degree program are given later in this booklet);
4. Completion of the University of Denver Common Curriculum

#### Advanced Curriculum (Five-Year Dual-Degree (BS/MS) Program):

The curricula for the last three years have several components:

1. Advanced work in the engineering discipline chosen;
2. Integrated engineering project work and design;
3. Completion of the University of Denver Common Curriculum;
4. Completion of the requirements for the MS in the engineering discipline.

For more information on any of these programs, please contact an advisor from either Electrical and Computer Engineering or Mechanical and Materials Engineering. Students interested in these options should discuss them with an advisor as early as possible in their undergraduate careers. For further information regarding these programs, visit the ECE (<http://ritchieschool.du.edu/departments/ECE>) and MME (<http://ritchieschool.du.edu/departments/MME>) web sites.

### PinS and Undergraduate Research Assistantships

Students wishing to participate in faculty research projects may be eligible for participation in PinS (Partners in Scholarship) or Undergraduate Research Assistantships (URA's). PINS is a University-wide program in which a student performs research in conjunction with a faculty member.

More information on PINS is available at <http://www.du.edu/urc/>. URA's work directly with faculty, often for compensation, on current research efforts. Students can read about faculty research interests on the ECE (<http://ritchieschool.du.edu/departments/ECE>) and MME (<http://ritchieschool.du.edu/departments/MME>) web sites. Such work enhances the student's ability to compete for scholarships, internships, entrance to graduate study and permanent employment. A limited number of these are available and are typically restricted to upper-division students with good academic backgrounds. An agreement with a specific faculty member is required and the URA is requested by, and granted to, the faculty member.

### Study Abroad

The University of Denver strongly encourages students to participate in study abroad programs, particularly the Cherrington Global Scholars Program; more information about which can be found at: <http://www.du.edu/intl/abroad/>

The engineering curricula have been structured so that students may take advantage of this opportunity in the autumn quarter of the senior year, rather than in the autumn quarter of the junior year, as is more usual in other DU programs.

Engineering students must be especially careful in planning this experience because of the highly restrictive and sequential nature of engineering curricula. It should also be noted that the abroad sites at which the required courses can be found are limited, vary depending on degree, and may change from one year to the next. Drs. Matt Gordon and David Gao are the department contacts for students interested in the Cherrington Global Scholar Program.

### Cooperative Education Program

Recognizing the value of experiential learning, we have created a paid co-op program which is optional and competitive for all Ritchie School students, though ideally suited for current sophomores and juniors. Through this collaborative program between academia and industry, students work full

time at participating companies earning valuable work experience. Typically, students will not take classes for one full academic year, resuming their studies upon their return exactly in sequence but one year removed. In some cases, DU courses can be taken while on co-op. Dr. Matt Gordon is the department contact for students interested in the co-op program.

### Fundamentals of Engineering (FE) Examination and Enrollment as an Engineer-Intern (EI)

The FE Exam is optional for all electrical and computer engineering students, but highly recommended. The FE Exam is the first of a two-step process in order to become registered as a Professional Engineer (PE).

The FE exam is a national 6-hour examination administered by NCEES (National Council of Examiners for Engineering and Surveying) in conjunction with the Colorado State Board for Professional Engineers and Land Surveyors. Students must have completed at least 135 credits to apply to take the FE exam, for which a fee is charged. For more information please contact the ECE department chair.

After passing the FE exam, the student must send a final transcript recording the receipt of an engineering degree to the Colorado State Board for Professional Engineers and Land Surveyors. Typically, after passing the FE exam, the requirements for registration as a PE are 4 years of engineering experience under the supervision of a PE with increasing engineering responsibility and passing the PE examination.

### Criteria for Entering Any of the Engineering Programs

In the first year, students should plan to take the following:

MATH 1951	Calculus I	4
MATH 1952	Calculus II	4
MATH 1953	Calculus III	4
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5

Students lacking the mathematics preparation to begin calculus in the first quarter may take MATH 1070 College Algebra and Trigonometry followed by the usual calculus sequence; these students should meet with an advisor from the engineering department before enrolling for courses. Failure to complete the courses listed above in the first year may lead to an additional year of study.

### Minors in Engineering for Non-Engineering Students

Students desiring to minor in any of the engineering disciplines must take 20 hours of discipline specific engineering courses in addition to the equivalent of MATH 1951 Calculus I, MATH 1952 Calculus II, and MATH 1953 Calculus III. It is recommended that they have PHYS 1211 University Physics I, PHYS 1212 University Physics II, and PHYS 1213 University Physics III in their curriculum. Degree programs that “naturally flow” into an engineering minor are: chemistry, computer science, biology, mathematics and physics.

## Computer Engineering

### Bachelor of Science in Computer Engineering Requirements

(192 credits required for the degree (p. 101))

This degree requires a minimum of 192 credits. Students not in the BSCPE/MBA combined program select a specialty area from communications, digital signal processing and networking; robotics, embedded systems and instrumentation, and computer systems engineering; or, under special circumstances, an individualized specialization may also be approved. Faculty mainly associated with computer engineering pursue research in microprocessors, microsystems, biomedical systems, computer architecture, complex VLSI systems design, digital systems modeling and simulation, networks, parallel and distributed control, and processing.

### Requirements

192 credits are required for the degree including 48 credits of mathematics and basic science, 75 - 83 credits of engineering topics, and additional credit in computer science.

Code	Title	Credits
ENCE 2101	Digital Design	3
ENCE 3100	Advanced Digital System Design	4
ENCE 3210	Microprocessor Systems I	4
ENCE 3260	Python for Engineers	3
ENCE 3231	Embedded Systems Programming	4
ENCE 3501	VLSI Design	3
ENEE 2012	Circuits I and Laboratory	4
ENEE 2022	Circuits II	4
ENEE 2211	Electronics	4
ENEE 3111	Signals & Systems	4

ENGR 1511	Engineering Connections	1
ENGR 1572	Applied MATLAB Programming	3
ENGR 1611	Introduction to Engineering Design	4
ENGR 1622	Introduction to Mechatronic Systems I	4
ENGR 1632	Introduction to Mechatronic Systems II	4
ENGR 2610	Engineering Integration I	3
ENGR 2620	Engineering Integration II	3
ENGR 2950	Engineering Assessment I	0
ENGR 2951	Engineering Assessment II	0
ENGR 3100	Instrumentation and Data Acquisition	4
ENGR 3313	Engineering Design Project I	2
ENGR 3323	Engineering Design Project II	3
ENGR 3333	Engineering Design Project III	3
ENGR 3650	Probability and Statistics for Engineers	4
ENGR 2910	Engineering Economics and Ethics	3
ENME 2510	Statics with Lab	4
ENME 2541	Mechanics of Materials	3
Technical Electives		12

### Notes

Technical electives are used to complete specializations for the degree. Only technical courses may be used, and these must carry upper-division credit. Prior approval by the advisor is required.

### Additional Requirements

#### Chemistry

Code	Title	Credits
CHEM 1010	General Chemistry I	3
CHEM 1240	General Chemistry I Laboratory	1

#### Computer Science

Code	Title	Credits
COMP 1351	Introduction to Programming I	3
COMP 1352	Introduction to Programming II	3
COMP 1353	Introduction to Data Structures & Algorithms I	3
COMP 2300	Discrete Structures in Computer Science	4
COMP 2361	Systems I	4
COMP 2362	Systems II	4

#### Mathematics

Code	Title	Credits
MATH 1951	Calculus I	4
MATH 1952	Calculus II	4
MATH 1953	Calculus III	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4

#### Physics

Code	Title	Credits
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1214	University Physics III for Engineers	4

**Notes**

Students must take an additional one (1) mathematics or science course from the approved list (4 credit hours). See Degree Program Plan for Approved courses.

Please see advisor for the additional MATH/Sci and UCC requirements.

**Areas of Specialization**

All Bachelor of Science in Computer Engineering students are required to choose an area of specialization. The area of specialization can be fulfilled through the students choice of technical electives. The students must choose a minimum of 3 courses in one of the areas of specialization. For specific courses in the specialization areas, please see Degree Program Plan.

- Communications, DSP, and Networking
- Computer Systems Engineering
- Robotics, Embedded Systems, and Instrumentation
- Individualized Option

Nine credits of upper division technical courses selected with advisor's approval.

**Minor Requirements for Computer Engineering**

20 credits, including:

Code	Title	Credits
COMP 1351	Introduction to Programming I	3
ENCE 2101	Digital Design	3
ENEE 2012	Circuits I and Laboratory	4
<b>Electives</b>		
ENCE courses at the 2000-level or above		10
<b>Total Credits</b>		<b>20</b>

**Electrical Engineering****Bachelor of Science in Electrical Engineering Requirements**

(197 credits required for the degree (p. 102))

This program requires a minimum of 197 credits. Students not in the BSEE/MBA combined program select a specialization from communication systems and digital signal processing; robotics, electronics, photonics and microsystems; or power and energy; or, under special circumstances, an individualized specialization may also be approved. Faculty mainly associated with electrical engineering pursue research in the areas of communication systems and networks, digital signal processing, optical communication devices and systems, photonics, robotics and controls, and autonomous systems.

**Requirements**

197 credits are required for the degree including 48 credits of mathematics and basic science and 75 - 83 credits of engineering topics.

Code	Title	Credits
ENCE 2101	Digital Design	3
ENCE 3210	Microprocessor Systems I	4
ENEE 2012	Circuits I and Laboratory	4
ENCE 3231	Embedded Systems Programming	4
ENEE 2022	Circuits II	4
ENEE 2211	Electronics	4
ENEE 2223	Advanced Electronics	4
ENEE 2611	Engineering Electromagnetics	4
ENEE 3011	Physical Electronics	4
ENEE 3111	Signals & Systems	4
ENEE 3130	Principles of Communication Systems	3
ENGR 1511	Engineering Connections	1
ENGR 1572	Applied MATLAB Programming	3
ENGR 1611	Introduction to Engineering Design	4
ENGR 1622	Introduction to Mechatronic Systems I	4
ENGR 1632	Introduction to Mechatronic Systems II	4
ENGR 2610	Engineering Integration I	3
ENGR 2620	Engineering Integration II	3

ENGR 2950	Engineering Assessment I	0
ENGR 2951	Engineering Assessment II	0
ENGR 3100	Instrumentation and Data Acquisition	4
ENGR 3313	Engineering Design Project I	2
ENGR 3323	Engineering Design Project II	3
ENGR 3333	Engineering Design Project III	3
ENGR 3510	Renewable and Efficient Power and Energy Systems	4
ENGR 3530	Introduction to Power and Energy Conversion Systems	3
ENGR 3721	Controls	3
ENGR 3611	Engineering Mathematics	3
ENGR 3650	Probability and Statistics for Engineers	4
ENGR 3722	Control Systems Laboratory	1
ENGR 3735	Linear Systems	4
ENME 2510	Statics with Lab	4
ENME 2520	Dynamics I with Lab	4
ENME 2541	Mechanics of Materials	3
ENGR 2910	Engineering Economics and Ethics	3
Technical Electives		12

### Notes

Technical electives are used to complete specializations for the degree. Only technical courses may be used, and these must carry upper-division credit. Prior approval by the advisor is required.

### Additional Requirements

#### Chemistry

Code	Title	Credits
CHEM 1010	General Chemistry I	3
CHEM 1240	General Chemistry I Laboratory	1

#### Computer Science

Code	Title	Credits
COMP 1351	Introduction to Programming I	3

#### Mathematics

Code	Title	Credits
MATH 1951	Calculus I	4
MATH 1952	Calculus II	4
MATH 1953	Calculus III	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4

#### Physics

Code	Title	Credits
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1214	University Physics III for Engineers	4



**Notes****Areas of Specialization**

All Bachelor of Science in Electrical Engineering students are required to choose an area of specialization. The area of specialization can be fulfilled through the students choice of technical electives. For specific courses in the specialization areas, please see Degree Program Plan.

- Communications Systems and Digital Signal Processing
- Robotics
- Electronics, Photonics, and Microsystems
- Power and Energy
- Individualized Option

Nine credits of upper-division technical courses selected with advisor's approval.

**Electrical Engineering with a Concentration in Mechatronic Systems Engineering**

This degree program requires a minimum of 195 credits. Students not in the BSEE with a concentration in mechatronic systems engineering/MBA combined program select a specialization from mechanical systems, computer control and systems; or, under special circumstances, an individualized specialization may also be approved. Faculty associated with mechatronic systems engineering pursue research in the areas of robotics and controls and unmanned aerial systems.

**Requirements for the Concentration**

(195 credits required for the degree (p. 102))

195 credits are required for the degree including 48 credits of mathematics and basic science and 75 - 83 credits of engineering topics.

Code	Title	Credits
ENCE 2101	Digital Design	3
ENCE 3210	Microprocessor Systems I	4
ENEE 2012	Circuits I and Laboratory	4
ENCE 3231	Embedded Systems Programming	4
ENEE 2022	Circuits II	4
ENEE 2211	Electronics	4
ENEE 2223	Advanced Electronics	4
ENEE 2611	Engineering Electromagnetics	4
ENEE 3111	Signals & Systems	4
ENGR 1511	Engineering Connections	1
ENGR 1572	Applied MATLAB Programming	3
ENGR 1611	Introduction to Engineering Design	4
ENGR 1622	Introduction to Mechatronic Systems I	4
ENGR 1632	Introduction to Mechatronic Systems II	4
ENGR 2610	Engineering Integration I	3
ENGR 2620	Engineering Integration II	3
ENGR 2950	Engineering Assessment I	0
ENGR 2951	Engineering Assessment II	0
ENGR 3100	Instrumentation and Data Acquisition	4
ENGR 3313	Engineering Design Project I	2
ENGR 3323	Engineering Design Project II	3
ENGR 3333	Engineering Design Project III	3
ENGR 3530	Introduction to Power and Energy Conversion Systems	3
ENGR 3611	Engineering Mathematics	3
ENGR 3650	Probability and Statistics for Engineers	4
ENGR 3721	Controls	3
ENGR 3722	Control Systems Laboratory	1
ENGR 3730	Robotics	3
ENGR 3731	Robotics Lab	1
ENGR 3735	Linear Systems	4
ENME 2510	Statics	4
ENME 2520	Dynamics I with Lab	4
ENME 2541	Mechanics of Materials	3

ENGR 3723	Digital Control	4
ENGR 2910	Engineering Economics and Ethics	3
Technical Electives		10

**Notes**

Technical electives are used to complete specializations for the degree. Only technical courses may be used, and these must carry upper-division credit. Prior approval by the advisor is required.

**Additional Requirements****Chemistry**

Code	Title	Credits
CHEM 1010	General Chemistry I	3
CHEM 1240	General Chemistry I Laboratory	1

**Computer Science**

Code	Title	Credits
COMP 1351	Introduction to Programming I	3

**Mathematics**

Code	Title	Credits
MATH 1951	Calculus I	4
MATH 1952	Calculus II	4
MATH 1953	Calculus III	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4

**Physics**

Code	Title	Credits
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1214	University Physics III for Engineers	4

**Notes****BSEE-MSE Specialization**

All EE-MSE students are required to choose an area of specialization. The area of specialization can be fulfilled through the students choice of technical electives. For specific courses in the specialization areas, please see Degree Program Plan.

- Mechanical Systems
- Computer Systems
- Individualized Option

Nine quarter hours of upper division technical courses selected with advisor's approval.

**Minor Requirements for Electrical Engineering**

20 credits including:

Code	Title	Credits
ENEE 2012	Circuits I and Laboratory	4
ENEE 2022	Circuits II	4
ENEE 2211	Electronics	4
ENEE 3111	Signals & Systems	4

**Electives**

ENEE courses at the 2000-level or above		4
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**Total Credits****20****Bachelor of Science in Computer Engineering**

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 ENGR 1622		4 ENGR 1632	4
CHEM 1010	3	MATH 1952		4 MATH 1953	4
CHEM 1240	1	PHYS 1211		5 PHYS 1212	5
ENGR 1511		1 WRIT 1122		4 WRIT 1133	4
ENGR 1611		4			
MATH 1951		4			
		<b>17</b>		<b>17</b>	<b>17</b>

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
COMP 1351		3 ENEE 2012		4 ENEE 2022	4
ENCE 2101	3	ENGR 1572		3 ENGR 2950	0
ENME 2510	4	ENME 2541		3 ENGR 3100	4
PHYS 1214	4	MATH 2070		4 MATH 2080	4
University Common Curriculum (UCC)		4 UCC		4 COMP 1352	3
		<b>18</b>		<b>18</b>	<b>15</b>

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
ENCE 3100		4 ENGR 2610		3 ENGR 2620	3
ENEE 2211	4	ENCE 3210		4 ENCE 3231	4
ENEE 3111	4	ENGR 3650		4 ENCE 3260	3
COMP 1353		3 MATH/SCI		4 COMP 2361	4
		<b>15</b>		<b>15</b>	<b>14</b>

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
COMP 2300		4 ENGR 3323		3 ENGR 3333	3
COMP 2362	4	Technical Elective		4 ENGR 2951	0
ENCE 3501	3	ASEM 2XXX (Advanced Seminar)		4 ENGR 2910	3
ENGR 3313	2	UCC		4 Technical Elective	4
Technical Elective		4		UCC	4
		<b>17</b>		<b>15</b>	<b>14</b>

Total Credits: 192

**Notes**

**Common Curriculum** - These may be taken in any order. They must have 2 courses with attributes of analytical inquiry: society and 2 courses attributes of scientific inquiry: society.

**ASEM 2XXX - Advanced Seminar Engineering** students are required to take a writing-intensive advanced seminar. Junior standing is also required.

**Technical Elective.** Technical electives are used to complete specializations for the degree. Only technical courses may be used, and these must carry upper-division credit. Prior approval by the advisor is required.

**Math/Sci.** One (1) math or science course from the approved list (4 credits). Note that without prior advisor approval only one approved math or science course may be taken instead of a UCC course in the first two years.

Total credits may vary based on technical elective options.

**Approved Math/Sci Courses (subject to participating department course offerings):****Biology**

BIOL 1010 Physiological Systems w/ BIOL 1020 Physiological Systems Lab; BIOL 1011 Evolution, Heredity and Biodiversity w/ BIOL 1021 Evolution, Heredity and Biodiversity Lab;; BIOL 2090 Biostatistics; BIOL 2120 Cell Structure and Function w/ BIOL 2121 Cell Structure & Function Lab; BIOL 3250 Human Physiology

**Chemistry**

CHEM 1020 General Chemistry II w/ CHEM 1250 General Chemistry II Laboratory; CHEM 2131 Chemistry of the Elements w/ CHEM 2141 Chemistry of the Elements Lab; CHEM 2240 Introduction to Environmental Chemistry; CHEM 2270 Quantitative Chemical Analysis

**Math**

MATH 2060 Elements of Linear Algebra; MATH 3080 Introduction to Probability; MATH 3090 Mathematical Probability; MATH 3851 Functions Complex Variable

### ***Physics***

PHYS 2251 Modern Physics I; PHYS 2252 Modern Physics II w/ PHYS 2260 Modern Physics Lab; PHYS 2259 Uncertainty and Error Analysis; PHYS 2300 Physics of the Body; PHYS 2340 Medical Imaging Physics; PHYS 3510 Analytical Mechanics I; PHYS 3711 Optics I

### **Areas of Specialization**

All Bachelor of Science in Computer Engineering students are required to choose an area of specialization. The area of specialization can be fulfilled through the students choice of technical electives. The students must choose a minimum of 3 courses in one of the areas of specialization.

#### **Communications, DSP, and Networking**

Select three courses from the following: <sup>1</sup>

ENCE 3321	Network Design	4
ENCE 3630	Pattern Recognition	4
ENEE 3130	Principles of Communication Systems	3
ENEE 3141	Digital Communications	3
ENEE 3670	Introduction to Digital Signal Processing	4

#### **Computer Systems Engineering**

Select three courses from the following: <sup>1</sup>

COMP 3501	Introduction to Artificial Intelligence	4
COMP 3801	Introduction Computer Graphics	4
ENCE 3321	Network Design	4
ENCE 3620	Computer Vision	4
ENMT 3220	Mechatronics II - Real-Time Systems	4
COMP 2370	Introduction to Data Structures & Algorithms II	4
ENCE 3631	Machine Learning	4

#### **Robotics, Embedded Systems, and Instrumentation**

Select three courses from the following: <sup>1</sup>

COMP 3501	Introduction to Artificial Intelligence	4
COMP 3801	Introduction Computer Graphics	4
ENCE 3321	Network Design	4
ENCE 3620	Computer Vision	4
ENCE 3630	Pattern Recognition	4
ENGR 3721	Controls	3,4
ENGR 3730	Robotics	3
ENMT 3220	Mechatronics II - Real-Time Systems	4

#### **Individualized Option**

Nine credits of upper division technical courses selected with advisor's approval.

<sup>1</sup> Students may also take Special Topics or Independent Study as appropriate for this option

## **Bachelor or Science in Electrical Engineering Requirements**

### **First Year**

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
FSEM 1111		4 ENGR 1622		4 ENGR 1632	4
CHEM 1010		3 MATH 1952		4 MATH 1953	4
CHEM 1240		1 PHYS 1211		5 PHYS 1212	5
ENGR 1511		1 WRIT 1122		4 WRIT 1133	4
ENGR 1611		4			
MATH 1951		4			

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
COMP 1351	3	ENEE 2012	4	ENEE 2022	4
ENCE 2101	3	ENGR 1572	3	ENGR 2950	0
ENME 2510	4	ENME 2541	3	ENGR 3100	4
University Common Curriculum (UCC)	4	MATH 2070	4	ENME 2520	4
PHYS 1214	4	UCC	4	MATH 2080	4
	<b>18</b>		<b>18</b>		<b>16</b>

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
ENEE 2211	4	ENCE 3210	4	ENEE 2223	4
ENEE 2611	4	ENEE 3130	3	ENGR 2620	3
ENEE 3111	4	ENGR 2610	3	ENEE 3011	4
ENGR 3530	3	ENGR 3721	3	ENCE 3231	4
ENGR 3611	3	ENGR 3722	1		
		ENGR 3650	4		
	<b>18</b>		<b>18</b>		<b>15</b>

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
ENGR 3735	4	ENGR 3510	4	ASEM 2XXX Advanced Seminar	4
ENGR 3313	2	ENGR 3323	3	ENGR 2910	3
UCC	4	UCC	4	ENGR 3333	3
Technical Elective	4	Technical Elective	4	ENGR 2951	0
				Technical Elective	4
	<b>14</b>		<b>15</b>		<b>14</b>

Total Credits: 197

**Notes**

**Common Curriculum** - These may be taken in any order. They must have 2 courses with attributes of analytical inquiry: society and 2 courses attributes of scientific inquiry: society.

**ASEM 2XXX - Advanced Seminar Engineering** students are required to take a writing-intensive advanced seminar. Junior standing is also required.

**Technical Elective.** Technical electives are used to complete specializations for the degree. Only technical courses may be used, and these must carry upper-division credit. Prior approval by the advisor is required.

**Areas of Specialization**

All Bachelor of Science in Electrical Engineering students are required to choose an area of specialization. The area of specialization can be fulfilled through the students choice of technical electives.

**Communications Systems and Digital Signal Processing****Required:**

ENEE 3141	Digital Communications	3
<b>Two of the following:</b> <sup>1</sup>		
ENCE 3321	Network Design	4
ENEE 3620	Optical Fiber Communications	4
ENEE 3670	Introduction to Digital Signal Processing	4

**Robotics****Select three courses from the following:**<sup>1</sup>

ENCE 3100	Advanced Digital System Design	4
ENCE 3620	Computer Vision	4
ENGR 3730	Robotics	3
ENME 3545	Mechanisms	4
ENMT 3220	Mechatronics II - Real-Time Systems	4

**Electronics, Photonics, and Microsystems****Select three courses from the following:**<sup>1</sup>

ENEE 3030	Optoelectronics	4
ENEE 3035	Photonics	4
ENEE 3620	Optical Fiber Communications	4

ENGR 3520	Introduction to Power Electronics	4
ENGR 3525	Power Electronics and Renewable Energy Laboratory	1

**Power and Energy****One of the following:**<sup>1</sup>

ENGR 3525	Power Electronics and Renewable Energy Laboratory	1
ENGR 3535	Electric Power Engineering Laboratory	1

**Two of the following**

ENGR 3520	Introduction to Power Electronics	4
ENGR 3540	Electric Power Systems	4
ENGR 3545	Electric Power Economy	3

**Individualized Option**

Nine credits of upper-division technical courses selected with advisor's approval.

<sup>1</sup> Students may also take Special Topics or Independent Study as approved for this option.

## Bachelor of Science in Electrical Engineering with a Concentration in Mechatronic Systems Engineering Requirements

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	ENGR 1622	4	ENGR 1632	4
CHEM 1010	3	MATH 1952	4	MATH 1953	4
CHEM 1240	1	PHYS 1211	5	PHYS 1212	5
ENGR 1511	1	WRIT 1122	4	WRIT 1133	4
ENGR 1611	4				
MATH 1951	4				
	<b>17</b>		<b>17</b>		<b>17</b>

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
COMP 1351	3	ENEE 2012	4	ENEE 2022	4
ENCE 2101	3	ENGR 1572	3	ENGR 2950	0
ENME 2510	4	ENME 2541	3	ENGR 3100	4
University Common Curriculum (UCC)	4	MATH 2070	4	ENME 2520	4
PHYS 1214	4	UCC	4	MATH 2080	4
	<b>18</b>		<b>18</b>		<b>16</b>

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
ENEE 2211	4	ENCE 3210	4	ENCE 3231	4
ENEE 3111	4	ENGR 2610	3	ENEE 2223	4
ENGR 3530	3	ENGR 3721	3	ENGR 2620	3
ENGR 3611	3	ENGR 3722	1	ENGR 3723	4
ENEE 2611	4	ENGR 3650	4		
	<b>18</b>		<b>15</b>		<b>15</b>

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
ENGR 3313	2	ENGR 3323	3	ASEM 2XXX Advanced Seminar	4
ENME 2530	3	ENGR 3730	3	ENGR 2910	3
ENGR 3735	4	ENGR 3731	1	ENGR 3333	3
UCC	4	UCC	4	ENGR 2951	0
Technical Elective	4	Technical Elective	3	Technical Elective	3
	<b>17</b>		<b>14</b>		<b>13</b>

**Total Credits: 195**

**Notes**

**Common Curriculum** - These may be taken in any order. They must have 2 courses with attributes of analytical inquiry: society and 2 courses attributes of scientific inquiry: society.



**ASEM 2XXX - Advanced Seminar Engineering** students are required to take a writing-intensive advanced seminar. Junior standing is also required.

**Technical Elective.** Technical electives are used to complete specializations for the degree. Only technical courses may be used, and these must carry upper-division credit. Prior approval by the advisor is required.

### Areas of Specialization

#### BSEE-MSE Specialization

All EE-MSE students are required to choose an area of specialization. The area of specialization can be fulfilled through the students choice of technical electives.

#### Mechanical Systems

Students must choose from 3 of the following:<sup>1</sup>

ENME 2810	Mechanical Engineering Lab I	3
ENME 3511	Machine Design	3
ENME 3545	Mechanisms	4

#### Computer Systems

Students must take the following:<sup>1</sup>

ENCE 3241	Computer Organization and Architecture	3
ENCE 3321	Network Design	4
ENCE 3620	Computer Vision	4

#### Individualized Option

Nine quarter hours of upper division technical courses selected with advisor's approval.

<sup>1</sup> Students may also take Special Topics or Independent Study as appropriate for this option.

## Requirements for Distinction in the Major in Computer Engineering

- Minimum 3.3 cumulative GPA
- Undergrad research project including Research paper and presentation

## Requirements for Distinction in the Major in Electrical Engineering

- Minimum 3.3 cumulative GPA
- Undergrad research project including Research paper and presentation

#### ENCE 2101 Digital Design (3 Credits)

Basic logic concepts. Boolean algebra, truth tables and logic diagrams. Karnaugh maps; programmable devices including ROM's, PLA's and PAL's; data selectors and multiplexors; flip-flops, and memory design of sequential logic circuits. State diagrams, counters, latches and registers; realization of sequential and arbitrary counters; monostable multivibrators. Course includes engineering ethics. Laboratory.

#### ENCE 3100 Advanced Digital System Design (4 Credits)

Design of logic machines. Finite state machines, gate array designs, ALU and control unit designs, microprogrammed systems. Hardware design of digital circuits using SSI and MSI chips. Introduction to probability and statistics. Application of probability and stochastic processes for cache and paging performance. Laboratories incorporate specification, top-down design, modeling, implementation and testing of actual digital design systems hardware. Simulation of circuits using VHDL before actual hardware implementation. Laboratory. Cross listed with ENCE 4110. Prerequisite: ENCE 2101.

#### ENCE 3210 Microprocessor Systems I (4 Credits)

Introduction to microprocessors and to the design and operation of computer systems. A study of the microprocessor and its basic support components. Analysis of CPU architectures of modern computers. Assembly language programming. Use of an assembler and other development tools for programming and developing microprocessor-based systems. Laboratory. Cross listed with ENCE 4210. Prerequisite: ENCE 2101.

#### ENCE 3231 Embedded Systems Programming (4 Credits)

Design, construction and testing of microprocessor systems. Hardware limitations of the single-chip system. Includes micro-controllers, programming for small systems, interfacing, communications, validating hardware and software, microprogramming of controller chips, design methods and testing of embedded systems. Prerequisite: ENCE 3210.

#### ENCE 3241 Computer Organization and Architecture (3 Credits)

Organization of digital computers; memory, register transfer and datapath; Arithmetic Logic Unit; computer architecture; control unit; I/O systems. Prerequisite: ENCE 2101.

**ENCE 3250 HDL Modeling & Synthesis (3 Credits)**

Introduction to Hardware Design Language (HDL). Language syntax and synthesis. Applications related to digital system implementation are developed. Project. Prerequisite: ENCE 2101 or instructor's permission.

**ENCE 3260 Python for Engineers (3 Credits)**

This course introduces python programming to students and gives them programming and mathematical tools that will be useful in different areas of engineering. The course is divided into 2 main parts. Part 1 (Introduction to Python Programming), covers the fundamental concepts of python programming, covering topics from variables and data structures, functions, algorithm complexity, representation of numbers and basics of parallel computing. Part 2 (Introduction to Numerical Methods), gives an overview of a variety of numerical methods that are useful for engineers. The course reviews the basics of linear algebra, discusses the importance of eigenvalues and eigenvectors, regressions and concepts of "discrete Fourier transform" and "fast Fourier transform".

**ENCE 3321 Network Design (4 Credits)**

Introduction to network components. Layering of network architecture. Analysis of Local Area Network (LAN) concepts and architecture based on IEEE standards. Design principles including switching and multiplexing techniques, physical link, signal propagation, synchronization, framing and error control. Application of probability and statistics in error detecting and control. Ethernet, Token-ring, FDDI (Fiber Distributed Data Interface), ATM (Asynchronous Transfer Mode), ISDN (Integrated Service Data Networks). Prerequisite: ENEE 3111, ENCE 2101 or permission of instructor.

**ENCE 3501 VLSI Design (3 Credits)**

Design of Very Large Scale Integration systems. Examination of layout and simulation of digital VLSI circuits using a comprehensive set of CAD tools in a laboratory setting. Studies of layouts of CMOS combinational and sequential circuits using automatic layout generators. Fundamental structures of the layout of registers, adders, decoders, ROM, PLA's, counters, RAM and ALU. Application of statistics and probability to chip performance. CAD tools allow logic verification and timing simulation of the circuits designed. Cross listed with ENCE 4501. Prerequisite: ENCE 3231.

**ENCE 3620 Computer Vision (4 Credits)**

This course is an introduction to the basic concepts in image processing and computer vision. First, an introduction to low-level image analysis methods, including radiometry and geometric image formation, edge detection, feature detection, and image segmentation are presented. Then, geometric-based image transformations (e.g., image warping and morphing) for image synthesis will be presented in the course. Furthermore, methods for reconstructing three-dimensional scenes including camera calibration, Epipolar geometry, and stereo feature matching are introduced. Other important topics include optical flow, shape from shading, and three-dimensional object recognition. In conclusion, students learn and practice image processing and computer vision techniques that can be used in other areas such as robotics, pattern recognition, and sensor networks. Cross listed with ENCE 4620. Prerequisite: ENEE 3111.

**ENCE 3630 Pattern Recognition (4 Credits)**

This class provides an introduction to classical pattern recognition. Pattern recognition is the assignment of a physical object or event to one of several prescribed categories. Applications includes automated object recognition in image and videos, face identification, and optical character recognition. Major topics include Bayesian decision theory, Parametric estimation and supervised learning, Linear discriminant functions, Nonparametric methods, Feature extraction for representation and classification, Support Vector Machines. Cross listed with ENCE 4630.

**ENCE 3631 Machine Learning (4 Credits)**

This class covers topics in machine learning including but not limited to Bayesian decision theory, supervised learning, unsupervised learning and clustering, linear discriminant functions, deep learning, neural networks, linear classification techniques, manifold learning, bag of words, and Support Vector Machines. Cross listed with ENCE-4631.

**ENCE 3830 Topics in Computer Engineering (1-5 Credits)**

Special topics in computer engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENCE 3991 Independent Study (1-5 Credits)**

Topics in computer engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

**ENCE 3995 Independent Research (1-10 Credits)****ENCE 4110 Modern Digital Systems Design (4 Credits)**

This course focuses on the design of digital systems using combinational, sequential, and programmable logic devices and Hardware Description Languages (HDL). Techniques for logic design including asynchronous logic, physical world interfaces to digital systems, and system performance analysis methods are studied. Students also learn HDL-Verilog to program CPLD devices and FPGA systems. Cross listed with ENCE 3100.

**ENCE 4210 Microprocessor Systems I (4 Credits)**

Introduction to microprocessors and to the design and operation of computer systems. A study of the microprocessor and its basic support components. Analysis of CPU architectures of modern computers. Assembly language programming. Use of an assembler and other development tools for programming and developing microprocessor-based systems. Cross listed with ENCE 3210.

**ENCE 4231 Embedded Systems Programming (4 Credits)**

Design, construction and testing of microprocessor systems. Hardware limitations of the single-chip system. Includes micro-controllers, programming for small systems, interfacing, communications, validating hardware and software, microprogramming of controller chips, design methods and testing of embedded systems.

**ENCE 4250 Advanced Hardware Description Language (HDL) Modeling and Synthesis (4 Credits)**

This course covers advanced concepts in Hardware Description and Language (HDL) modeling and Synthesis. It covers topics including but not limited to digital system design, simulation, and synthesis using Verilog HDL and VHDL. The course also covers RTL design, behavioral description, system Verilog, and timing analysis using CAD tools.

**ENCE 4501 Advanced VLSI Design (4 Credits)**

Advanced techniques in the fabrication and design of VLSI circuits and systems. Modeling of parasitic components. Floor-planning, clock distribution, routing, and low power design. Cross listed with ENCE 3501. Prerequisite: ENCE 3501 or permission of instructor.

**ENCE 4620 Advanced Computer Vision (4 Credits)**

This course covers advanced concepts in image processing and computer vision including but not limited to image radiometry and geometric formation, edge detection, geometric based transformations (e.g., image warping and morphing), camera calibration, Epipolar geometry, and stereo feature matching. Other advanced topics include optical flow, shape from shading, and three-dimensional object recognition. In conclusion, students learn and practice advanced topics in image processing and computer vision techniques that can be used in other areas such as robotics, pattern recognition, and sensor networks. Cross listed with ENCE 3620. Prerequisite: ENEE 3311.

**ENCE 4630 Advanced Pattern Recognition (4 Credits)**

This class covers advanced topics in pattern recognition including but not limited to Bayesian decision theory, parametric estimation and supervised learning, linear discriminant functions, nonparametric methods, feature extraction for representation and classification, manifold learning, bag of words, and Support Vector Machines. Cross listed with.

**ENCE 4631 Advanced Machine Learning (4 Credits)**

This class covers advanced topics in machine learning including but not limited to Bayesian decision theory, supervised learning, unsupervised learning and clustering, linear discriminant functions, deep neural networks, deep learning, linear classification techniques, manifold learning, bag of words, and Support Vector Machines. Cross listed with ENCE 3631.

**ENCE 4800 Advanced Topics (CPE) (1-5 Credits)**

Various topics in computer engineering as announced. May be taken more than once. Cross-listed with ENCE 3321, ENCE 3620.

**ENCE 4991 Independent Study (1-10 Credits)****ENCE 4995 Independent Research (1-18 Credits)****ENCE 5995 Independent Research (1-18 Credits)****ENEE 2012 Circuits I and Laboratory (4 Credits)**

An introduction to electrical circuit analysis, design and evaluation. Emphasis on definitions of basic variables, passive circuit components and the ideal operational amplifier. DC analysis of circuits and circuit theorems are stressed. AC signals are introduced. Computer analysis software integrated throughout the course. Cross-listed with PHYS 2011. Prerequisites: PHYS 1213 or PHYS 1214, MATH 1953.

**ENEE 2022 Circuits II (4 Credits)**

AC analysis of linear circuits to include circuit theorems via classical and transform techniques. Emphasis is placed on the Laplace transform, including use of pole-zero and Bode diagrams to analyze and design circuits, including multiple filters (single pole cascade, Butterworth, Chebyshev), and step response circuits. Phasor applications to sinusoidal steady state analysis and AC power. Computer analysis software is used as an aid to circuit analysis. Laboratory program practicing time and frequency domain analysis and design techniques on step response and filter problems. Applications to instrumentation and circuits. Prerequisites: ENEE 2012, MATH 2070.

**ENEE 2211 Electronics (4 Credits)**

Circuit behavior of semiconductor devices. Bipolar and field-effect transistors and their models; basic physical explanation of the functioning of these devices; large- and small-signal analysis of practical circuits; electronic design using both hand and computer methods of calculation and design; biasing methods for amplifier circuits; power supplies and current-source circuits. Design laboratory. Prerequisites: ENEE 2022.

**ENEE 2223 Advanced Electronics (4 Credits)**

High-frequency transistor models and determination of parameters; Laplace and Fourier analyses of common amplifier circuits; design and analysis of broad-band amplifiers and multistage amplifiers. Basis feedback topologies; Nyquist, root-locus and Bode plot investigations of stability; introduction to amplifier noise; active filter design; sinusoidal oscillators. Prerequisite: ENEE 2211.

**ENEE 2611 Engineering Electromagnetics (4 Credits)**

The study of Maxwell's equations and their experimental and theoretical foundations. Topics include Static electromagnetic fields, time-varying electromagnetic fields, wave propagation, transmission lines, and antennas. Prerequisites: PHYS 1213 or PHYS 1214. Corequisite: ENGR 3611 or ENGR 3621.

**ENEE 3011 Physical Electronics (4 Credits)**

The basic physical concepts of electronics, electrons and holes in semiconductors, transport and optical processes. Concentration on device concepts, including material synthesis and device processing, P-N junction diodes, junctions with other materials, bipolar transistors, field effect transistors (JFET, MESFET, MOSFET) and optoelectronic effect transistors (JFET, MESFET, MOSFET) and optoelectronic devices (lasers, detectors). Prerequisites: CHEM 1010 or CHEM 1610, PHYS 1213 or PHYS 1214 or permission of instructor.

**ENEE 3030 Optoelectronics (4 Credits)**

The active and passive optical elements. Includes principles of light, optical sources (LED, LASER, Fiber Laser), optical fibers, photodetectors (APD, PIN, MSM) and practical optical transmitter and receivers. Laboratory. Cross listed with ENEE 4030. Prerequisite: ENEE 3011 or ENEE 2211 or permission of instructor.

**ENEE 3035 Photonics (4 Credits)**

Theory and techniques for the application of the optical electromagnetic spectrum from infrared to ultraviolet to engineering problems in communications, instrumentation and measurement. May include lasers, optical signal processing, holography, nonlinear optics, optical fiber communications, optical behavior of semiconductors, and similar topics in modern optics, depending on the interests and requirements of the students. Cross-listed with ENEE 4800. Prerequisite: ENEE 2611 or instructor's permission.

**ENEE 3111 Signals & Systems (4 Credits)**

Introduces continuous time and discrete time linear system analysis, Fourier series, Fourier transforms and Laplace transforms. Specific engineering tools for discrete time linear system analysis include discrete time convolution, Z-transform techniques, discrete Fourier transform and fast Fourier transform (DFT/FFT), and the design and analysis of analog and digital filters for real-world signal processing applications. Prerequisites: ENEE 2012, MATH 2070.

**ENEE 3130 Principles of Communication Systems (3 Credits)**

Introduction to the theory and analysis of communication systems. Emphasis on analog systems; application of probability and statistics, modulations and demodulations; noise and signal-to-noise ratio analysis; the measure of information, channel capacity, coding and design factors. Prerequisites: ENEE 3111, ENGR 3611 or permission of instructor.

**ENEE 3141 Digital Communications (3 Credits)**

Introductory course on modern digital communication systems. The basic communication system theory, probability and random processes, baseband digital data transmission, coherent and non-coherent digital modulation techniques and analysis of bit error probability. Bandwidth efficiency and transmission of digital data through band-limited channels. Prerequisites: ENEE 3111, ENGR 3611 or permission of instructor.

**ENEE 3620 Optical Fiber Communications (4 Credits)**

A comprehensive treatment of the theory and behavior of basic constituents, such as optical fibers, light sources, photodetectors, connecting and coupling devices, and optical amplifiers. The basic design principles of digital and analog optical fiber transmission links. The operating principles of wavelength-division multiplexing (WDM) and the components needed for its realization. Descriptions of the architectures and performance characteristics of complex optical networks for connecting users with a wide range of transmission needs (SONET/SDH). Discussions of advanced optical communication techniques, such as soliton transmission, optical code-division multiplexing (optical CDMA) and ultra-fast optical time-division multiplexing (OTDM). Laboratory. Cross listed with ENEE 4620. Prerequisite: ENEE 3030 or permission of instructor.

**ENEE 3641 Introduction to Electromagnetic Compatibility (4 Credits)**

The study of the design of electronic systems so that they operate compatibly with other electronic systems and also comply with various governmental regulations on radiated and conducted emissions. Topics may include Electromagnetic Compatibility (EMC) requirements for electronic systems; non-ideal behavior of components; radiated emissions and susceptibility; conducted emissions and susceptibility; shielding and system design for EMC. Cross listed with ENEE 4640. Prerequisites: ENEE 3111, ENEE 2611 and ENEE 2223.

**ENEE 3670 Introduction to Digital Signal Processing (4 Credits)**

Introduction to the theory and applications of Digital Signal Processing. Special attention is paid to the fast Fourier transform and convolution and to the design and implementation of both FIR and IIR digital filters. Prerequisite: ENEE 3111.

**ENEE 3810 Topics Electrical Engineering (1-5 Credits)**

Various topics in electrical engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENEE 3991 Independent Study (1-5 Credits)**

Topics in electrical engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

**ENEE 4030 Optoelectronics (4 Credits)**

Optical fibers: structures, waveguiding, and fabrication; attenuation and dispersion; optical sources (LED, LASER, Fiber laser); power launching and coupling; photodetectors (APD, PIN, MSM); and practical optical transmitter and receivers. Cross listed with ENEE 3030.

**ENEE 4141 Digital Communications (4 Credits)**

Introductory course on modern digital communication systems. The basic communication system theory, probability and random processes, baseband digital data transmission, coherent and non-coherent digital modulation techniques and analysis of bit error probability. Bandwidth efficiency and transmission of digital data through band-limited channels.

**ENEE 4620 Adv Optical Fiber Comm (4 Credits)**

A comprehensive treatment of the theory and behavior of basic constituents, such as optical fibers, light sources, photodetectors, connecting and coupling devices, and optical amplifiers. The basic design principles of digital and analog optical fiber transmission links. The operating principles of wavelength-division multiplexing (WDM) and the components needed for its realization. Descriptions of the architectures and performance characteristics of complex optical networks for connecting users who have a wide range of transmission needs (SONET/SDH). Discussions of advanced optical communication techniques, such as soliton transmission, optical code-division multiplexing (optical CDMA), and ultra-fast optical time division multiplexing (OTDM). Advanced Project. Cross listed with ENEE 3620. Prerequisite: instructor permission.

**ENEE 4630 Optical Networking (4 Credits)**

This course provides a technical overview of optical networking. It gives students a solid understanding of optical networking field principles and practice. Underlying principles are reviewed along with common optical solutions and practices. It explains and provides practical tips on how to design and implement Networks. Examples are used to demonstrate key concepts of ATM, SONET/SDH and DWDM implementation. Prerequisite: ENEE 3011 or instructor approval.

**ENEE 4640 Electromagnetic Compatibility (4 Credits)**

The study of the design of electronic systems so that they operate compatibly with other electronic systems and also comply with various governmental regulations on radiated and conducted emissions. Topics may include: Electromagnetic Compatibility (EMC) requirements for electronic systems; non-ideal behavior of components; radiated emissions and susceptibility; conducted emissions and susceptibility; shielding and system design for EMC. Final Project. Cross listed with ENEE 3641.

**ENEE 4800 Advanced Topics (EE) (1-5 Credits)**

Various advanced topics in electrical engineering as announced. May be taken more than once. Cross-listed with ENEE 3035.

**ENEE 4950 ECE Graduate Assessment (0 Credits)**

This class does not meet. All graduate (MS and PhD) ECE students will enroll in this class during their last quarter. All required assessment materials will be uploaded online in Canvas Assignments to meet the course requirements. Students will receive Canvas course announcements and or emails from the instructor notifying the students of what are required to be uploaded. The purpose is to collect data for the assessment and continuous improvement of the graduate programs.

**ENEE 4991 Independent Study (1-10 Credits)****ENEE 4995 Independent Research (1-16 Credits)****ENEE 5995 PhD Independent Research (1-10 Credits)****ENEE 6991 Ph.D Independent Study (1-10 Credits)****ENEE 6995 Independent Research (1-16 Credits)****ENGR 1010 Electronics for the Arts 1 - Analog (4 Credits)**

Introduction to analog electronics, culminating in construction of an analog sound synthesizer. Students are required to complete simple projects with circuits while learning the basics of analog synthesizers. Introduction to circuit simulation software (e.g. Falstad or Multisim), learn how to use oscilloscopes and multimeters, design and solder PCB boards are among other topics covered in this course.

**ENGR 1011 Electronics for the Arts 2 - Digital (4 Credits)**

Introduction to digital electronics and coding for Arduino style microprocessors, culminating in design and construction of a hybrid analog/digital sound synthesizer or other device. Students are required to complete simple projects with Arduino while learning the basics of digital synthesizers. Introduction to programming, reinforce the use of oscilloscopes and multimeters, design and solder PCB boards are among other topics covered in this course.

**ENGR 1012 Electronics for the Arts 3 - Digital (4 Credits)**

Individual or team-based development of more complex devices or systems, potential for product development. Students are required to complete complex projects that involve combining analog and digital synthesizers with the external world (sensors and/or actuators). Introduction to python programming and incorporation of artificial intelligence (AI) into synthesizers are among other topics covered in this course.

**ENGR 1511 Engineering Connections (1 Credit)**

This course is designed to help engineering students bridge the gap from high school to a college environment in a very challenging major. Topics and activities may include academic success strategies; interviewing engineering alumni; the ethics of the profession; visits to industry sites; seminars by industry and academic experts; establishing the relationships between math, science, and engineering courses with design projects; critical and creative thinking activities; tours of the research labs of the engineering professors; disseminating information on the dual degree programs, the MBA programs, the honor code, and engineering program structures; and readings from and discussions about articles from professional publications. Membership in an engineering professional society is encouraged.

**ENGR 1572 Applied MATLAB Programming (3 Credits)**

The MATLAB programming environment is used to introduce engineering applications programming. It includes high performance numerical computation and visualization. Programming topics include an overview of an interactive programming environment, generation of m-files, variables and data types, arithmetic operators, mathematical functions, symbolic mathematics, graphic generation, use of programs in application specific toolboxes, embedding and calling C programs in m-files, file input/output, and commenting. Programming is oriented toward engineering problem solving. Prerequisites: COMP 1571 or COMP 1671 or COMP 1351, and MATH 1952.

**ENGR 1611 Introduction to Engineering Design (4 Credits)**

Introduction to concepts and practice in computer, electrical and mechanical engineering including engineering ethics. Engineering problem-solving as it applies to engineering analysis, synthesis and design. Students practice structured teamwork and program management skills in the context of projects. Emphasis on computer tools with immediate application to engineering practice.



**ENGR 1622 Introduction to Mechatronic Systems I with MultiSim and MathCAD (4 Credits)**

Introduction to elementary concepts and practices in mechatronic systems engineering, in particular electrical engineering concepts including current and voltage and basic electrical circuit analysis, interfacing electrical circuits with mechanical systems, and assembly and testing of mechatronics subsystems. Students are required to complete simple projects including mechanical and electrical components during which they practice teamwork while gaining skills in electrical and mechatronic systems troubleshooting. Introduction to Multisim circuit analysis software and Mathcad are among other topics covered in this course.

**ENGR 1632 Introduction to Mechatronic Systems II (4 Credits)**

Study of fundamentals of computer-based systems and electromechanical systems controlled by microprocessors or microcontrollers. Introduction to digital logic and electronics. Introduction to LabView and use of LabView to build and evaluate circuits and simple electromechanical systems. Use of logic circuits to build analog to digital converters. Program microcontrollers. Study of autonomous vehicles as mechatronic systems and the ability to control them (small cars, robots, helicopters, quadrotors, etc.). Course requirements include a report with detailed analysis of the vehicle control system, flow charts, and program documentation.

**ENGR 1700 Machine Shop Practice (1 Credit)**

Introduction to concepts and practice in basic machine tool work (i.e. mill, lathe, welding etc.). The course provides the necessary information for majors and non-majors to gain access to the DU Engineering Machine Shop. Class size is limited to 5 students per quarter. Enrollment priority will be given to engineering majors.

**ENGR 1911 Introduction to CAD (2 Credits)**

This course is intended for transfer students who have had an introduction to engineering, but who need to learn certain techniques and software typically dealt with in ENGR 1611 including engineering ethics. Instructor Permission Required.

**ENGR 1921 Introduction in Engineering II (1 Credit)**

This course is intended mainly for transfer students who have had an introduction to engineering with topics similar to those in ENGR 1622, Introduction to Mechatronic Systems I, but who need to learn certain techniques and software (Mathcad and Multisim) typically dealt with in ENGR 1622. Prerequisite: Permission of the instructor.

**ENGR 1931 Introduction to Engineering III (1 Credit)**

This course is intended mainly for transfer students who have had an introduction to engineering with topics similar to those in ENGR 1632, Introduction to Mechatronic Systems II, but who need to learn certain techniques and software (LabView) typically dealt with in ENGR 1632. Prerequisite: Permission of the instructor.

**ENGR 2610 Engineering Integration I (3 Credits)**

Interdisciplinary course combining topics from computer, electrical and mechanical engineering including engineering ethics, with emphasis on laboratory experience and the design, analysis and testing of interdisciplinary systems. Manufacture of mechanical systems and/or circuit boards. Team project work on interdisciplinary "design-and-build" projects. Prerequisites: Junior standing in the appropriate engineering discipline and ENME 3511 for MME majors or ENCE 3210 and ENEE 2211 for ECE majors (the latter three can be taken concurrently).

**ENGR 2620 Engineering Integration II (3 Credits)**

Interdisciplinary course combining topics from computer, electrical and mechanical engineering including engineering ethics, with emphasis on laboratory experience and the design, analysis and testing of interdisciplinary systems. Manufacture of mechanical systems and/or circuit boards. Team project work on interdisciplinary "design-and-build" projects. Prerequisite: ENGR 2610.

**ENGR 2905 Engineering Cooperative Education (0-12 Credits)**

For students on full-time cooperative educational employment. This course may be taken up to four times. Any and all credits will not count toward your degree and you will receive a grade of NC (no credit) for all enrollments. You will choose between a residential and non-residential section.

**ENGR 2910 Engineering Economics and Ethics (3 Credits)**

This course focuses on the practical applications of economics to engineering focusing on the requirements for both the FE and PE exams. It explains concepts in accounting and finance and applies them to both engineering and personal situations. Topics that are discussed include: economic decision making, interest, inflation, depreciation, income taxes, and rate of return. In addition, the engineer's role in society, including global, economic, environmental, societal, and ethical issues will be discussed.

**ENGR 2950 Engineering Assessment I (0 Credits)**

Examination covering basic mathematics, science and sophomore-level engineering topics. Co-Requisite: MATH 2080; Prerequisite: ENME 2541 AND ENCE 2101 AND ENEE 2012 AND ENGR 1572.

**ENGR 2951 Engineering Assessment II (0 Credits)**

Students perform a lifelong learning experience and assessment-related tasks, e.g. a survey and exit interview. The course also includes career and professional development, as well as information on the Fundamentals of Engineering (FE) exam. Engineering students are encouraged, but not required to complete the FE exam. This course should be taken in the last year of attendance. Prerequisites: ENGR 3323.

**ENGR 3100 Instrumentation and Data Acquisition (4 Credits)**

This course examines different instrumentation techniques and describes how different measurement instruments work. Measurement devices include length, speed, acceleration, force, torque, pressure, sound, flow, temperature, and advanced systems. This course also examines the acquisition, processing, transmission and manipulation of data. Cross listed with ENGR 4100. Prerequisites: PHYS 1213 or PHYS 1214.



**ENGR 3200 Introduction to Nanotechnology (4 Credits)**

In this highly interdisciplinary series of lectures spanning across engineering, physics, chemistry and Biology, an introduction to the subject of nanotechnology is provided. The most important recent accomplishments so far in the application of nanotechnology in several disciplines are discussed. Then a brief overview of the most important instrumentation systems used by nanotechnologists is provided. The nature of nanoparticles, nanoparticle composites, carbon nanostructures, including carbon nanotubes and their composites is subsequently discussed. The course also deals with nanopolymers, nanobiological systems, and nanoelectronic materials and devices. The issues of modeling of nanomaterials and nanostructures are also covered in this class. Multiscale modeling based on finite element simulations, Monte Carlo methods, molecular dynamics and quantum mechanics calculations is briefly addressed. Most importantly, students should obtain appreciation of developments in nanotechnology outside their present area of expertise. Cross listed with ENGR 4200. Prerequisite: ENME 2410.

**ENGR 3220 Introduction to Micro-Electro-Mechanical-Systems and Microsystems (4 Credits)**

This course introduces students to the multi-disciplinary field of Micro-Electro-Mechanical-Systems (MEMS) technology. MEMS and Microsystem technology is the integration of micro-scale electro-mechanical elements, sensors, actuators, and electronics on a common substrate or platform through semiconductor microfabrication technologies. The course gives a brief overview of the involved physical phenomena, electromechanical transduction mechanisms, design principles, as well as fabrication and manufacturing technologies. Cross listed with ENGR 4220.

**ENGR 3313 Engineering Design Project I (2 Credits)**

Planning, development and execution of an engineering design project. The project may be interdisciplinary, involving aspects of computer, electrical and mechanical engineering. Projects have economic, ethical, social and other constraints, as appropriate. Design activities include 1) preparation and presentation of proposals in response to requests-for-proposals from "customers," including problem description, quantitative and qualitative criteria for success, alternate designs and project plans; 2) generation and analysis of alternate designs, and choice of best design; 3) formulation of test procedures to demonstrate that the design chosen meets the criteria for success, and testing of the completed project where feasible; 4) reporting on the design and testing. Prerequisite: ENGR 2620 and ((ENME 3511 and ENME 2671) or (ENCE 3231)) and senior standing in engineering.

**ENGR 3323 Engineering Design Project II (3 Credits)**

Planning, development and execution of an engineering design project. The project may be interdisciplinary, involving aspects of computer, electrical and mechanical engineering. Projects have economic, ethical, social and other constraints, as appropriate. Design activities include 1) preparation and presentation of proposals in response to requests-for-proposals from "customers," including problem description, quantitative and qualitative criteria for success, alternate designs and project plans; 2) generation and analysis of alternate designs, and choice of best design; 3) formulation of test procedures to demonstrate that the design chosen meets the criteria for success, and testing of the completed project where feasible; 4) reporting on the design and testing. Prerequisite ENGR 3313.

**ENGR 3333 Engineering Design Project III (3 Credits)**

Planning, development and execution of an engineering design project. The project may be interdisciplinary, involving aspects of computer, electrical and mechanical engineering. Projects have economic, ethical, social and other constraints, as appropriate. Design activities include: 1) preparation and presentation of proposals in response to requests-for-proposals from "customers," including problem description, quantitative and qualitative criteria for success, alternate designs and project plans; 2) generation and analysis of alternate designs, and choice of best design; 3) formulation of test procedures to demonstrate that the design chosen meets the criteria for success, and testing of the completed project where feasible; 4) reporting on the design and testing. Prerequisite ENGR 3323.

**ENGR 3340 Product Development and Market Feasibility (4 Credits)**

In this course, students gain knowledge of designing products for market success by developing a product and optimizing its design for specific mass manufacturing technologies. Students gain experience through the design development process including market feasibility research, human-centered design, brainstorming and ideating new concepts, refinement through design iteration, and constructing alpha and beta prototypes that are designed with mass manufacturing considerations. Projects are based upon real world new product development principles. Students learn and practice the fundamentals of design thinking, design process, and entrepreneurship.

**ENGR 3450 Biosensing Technology (4 Credits)**

Biosensors are defined as analytical devices incorporating a biological material, a biologically derived material or a biomimic associated with or integrated within a physicochemical transducer or transducing microsystem, which may be optical, electrochemical, thermometric, piezoelectric, magnetic or micromechanical. This course provides instruction in the basic science and engineering concepts required to understand the design and application of biosensors. This module serves as an introduction to some of the biosensors and measurement techniques.

**ENGR 3455 Fluorescence and Its Applications in Biomedical Sensors (4 Credits)**

The course introduces the principles of fluorescence and its applications in the real world. It covers various topics including fluorophores (dye, fluorescent proteins, quantum dots, etc.), nanomaterials and nanostructures, design of biomedical sensors, point-of-care systems, and wearable devices. Cross listed with ENGR 4455.

**ENGR 3510 Renewable and Efficient Power and Energy Systems (4 Credits)**

This course introduces the current and future sustainable electrical power systems. Fundamentals of renewable energy sources and storage systems are discussed. Interfaces of the new sources to the utility grid are covered. Prerequisite: ENEE 2012.

**ENGR 3520 Introduction to Power Electronics (4 Credits)**

This covers fundamentals of power electronics. We discuss various switching converters topologies. Basic knowledge of Efficiency and small-signal modeling for the DC-DC switching converters is covered. Furthermore, magnetic and filter design are introduced. Prerequisites: ENEE 2211 and ENGR 3722.

**ENGR 3525 Power Electronics and Renewable Energy Laboratory (1 Credit)**

In this course the fundamentals of switching converters and power electronics in a real laboratory set-up are covered. The course incorporates hardware design, analysis, and simulation of various switching converters as a power processing element for different energy sources. The energy sources are power utility, batteries, and solar panels. Prerequisite: ENGR 3520.

**ENGR 3530 Introduction to Power and Energy Conversion Systems (3 Credits)**

Basic concepts of AC systems, single-phase and three-phase networks, electric power generation, transformers, transmission lines, and electric machinery. Cross listed with ENGR 4530. Prerequisite: ENEE 2022.

**ENGR 3535 Electric Power Engineering Laboratory (1 Credit)**

In this laboratory, the magnetic circuits, single phase transformers, power quality and harmonics synchronous machines, Induction machines and DC machines are studied and tested in a real physical setup. Prerequisite: ENGR 3530.

**ENGR 3540 Electric Power Systems (4 Credits)**

This course covers methods of calculation of a comprehensive idea on the various aspects of power system problems and algorithms for solving these problems. Prerequisite: ENGR 3530.

**ENGR 3545 Electric Power Economy (3 Credits)**

This course covers economy aspects of electric power industry and the implications for power and energy engineering in the market environment. Cross listed with ENGR 4545. Prerequisite: ENGR 3530.

**ENGR 3590 Power System Protection (3 Credits)**

This course covers methods of calculation of fault currents under different types of faults; circuit breakers, current transformers, potential transformers; basic principles of various types of relays; applications of relays in the protection of generator, transformer, line, and bus, etc. Prerequisite: ENEE 2022, ENGR 3530 or equivalent. 3.0 hours. Cross listed with ENGR 4590.

**ENGR 3611 Engineering Mathematics (3 Credits)**

Applied mathematics for engineers. Generalized Fourier analysis, complex variables, vector calculus, introduction to partial differential equations, and linear algebra. Prerequisites: MATH 2070, MATH 2080.

**ENGR 3620 Advanced Engineering Mathematics - Corporate (4 Credits)**

Applied mathematics for engineers. Systems and series solutions of ordinary differential equations, Fourier analysis, partial differential equations, linear algebra, vector calculus, special functions, unconstrained and combinatorial optimization, and applied probability and statistics. Prerequisites: MATH 2070 and MATH 2080 or instructor permission.

**ENGR 3621 Advanced Engineering Mathematics (4 Credits)**

Applied mathematics for engineers. Topics include vector spaces, normed vector spaces, inner product spaces, linear transformations, finite-dimensional linear transformations, linear operators, finite-dimensional linear operators, linear differential systems, linear difference systems, orthogonal transformations, amplitude estimation, fundamentals of real and functional analysis, and introduction to partial differential equations, and applications to engineering systems.

**ENGR 3630 Finite Element Methods (4 Credits)**

Introduction to the use of finite element methods in one or two dimensions with applications to solid and fluid mechanics, heat transfer and electromagnetic fields; projects in one or more of the above areas. Prerequisites: ENME 2541 AND ENGR 1572.

**ENGR 3650 Probability and Statistics for Engineers (4 Credits)**

This course covers quantitative analysis of uncertainty and decision analysis in engineering. It covers the fundamentals of sample space, probability, random variables (discrete and continuous), joint and marginal distributions, random sampling and point estimation of parameters. It also covers statistical intervals, hypotheses testing and simple linear regression. The course includes applications appropriate to the discipline. Prerequisite: MATH 1953.

**ENGR 3721 Controls (3,4 Credits)**

Modeling, analysis and design of linear feedback control systems using Laplace transform methods. Techniques and methods used in linear mathematical models of mechanical, electrical, thermal and fluid systems are covered. Feedback control system models, design methods and performance criteria in both time and frequency domains. A linear feedback control system design project is required. Prerequisites: ENEE 2022, ENGR 3611 or permission of instructor.

**ENGR 3722 Control Systems Laboratory (1 Credit)**

This laboratory course serves as supplement to ENGR 3721. It aims at providing "hands on" experience to students. It includes experiments on inverted pendulum, gyroscopes, motor control, feedback controller design, time-domain and frequency domain. Corequisite: ENGR 3721.

**ENGR 3723 Digital Control (4 Credits)**

The course focuses on modeling, analysis, and design of digital control systems. Topics include: z-Transform and difference equations; sampling and aliasing; Zero-Order Hold (ZOH); A/D and D/A conversions; pulse transfer function representation; time and frequency domain representations; input/output analysis; analysis of sample data systems; stability; design of discrete-time controllers; introduction to state-space representation. Cross listed with ENGR 4723. Prerequisites: ENGR 3721 and ENGR 3722.

**ENGR 3730 Robotics (3 Credits)**

Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Cross listed with ENGR 4730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or permission of instructor.

**ENGR 3731 Robotics Lab (1 Credit)**

Laboratory that complements the analysis, design, modeling and application of robotic manipulators. Implementation of the mathematical structures required to support robot operation. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Corequisite: ENGR 3730 or permission of instructor.

**ENGR 3735 Linear Systems (4 Credits)**

This course focuses on linear system theory in time domain. It emphasizes linear and matrix algebra, numerical matrix algebra and computational issues in solving systems of linear algebraic equations, singular value decomposition, eigenvalue-eigenvector and least-squares problems, linear spaces and linear operator theory. It studies modeling and linearization of multi-input/multi-output dynamic physical systems, state-variable and transfer function matrices, analytical and numerical solutions of systems of differential and difference equations, structural properties of linear dynamic physical systems, including controllability, observability and stability. It covers canonical realizations, linear state-variable feedback controller and asymptotic observer design, and the Kalman filter. Cross listed with ENGR 4735. Prerequisites: ENGR 3611, ENGR 3721, and ENGR 3722, or permission of the instructor.

**ENGR 3800 Topics (ENGR) (1-4 Credits)**

Special topics in engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENGR 3900 Engineering Internship (0-4 Credits)**

Students in engineering may receive elective credit for engineering work performed for engineering employers with the approval of the chair or associate chair of the department. At the end of the term, a student report on the work is required, and a recommendation will be required from the employer before a grade is assigned. Junior, senior, or graduate status in engineering is normally required. May not be used to satisfy technical requirements. May be taken more than one for a maximum of 6 quarter hours. Prerequisite: permission of instructor.

**ENGR 3991 Independent Study (1-5 Credits)**

Topics in engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

**ENGR 3995 Independent Research (1-10 Credits)****ENGR 4100 Instrumentation and Data Acquisition (4 Credits)**

This course examines different instrumentation techniques and describes how different measurement instruments work. Measurement devices include length, speed, acceleration, force, torque, pressure, sound, flow, temperature, and advanced systems. This course also examines the acquisition, processing, transmission and manipulation of data. Final project or paper. Cross listed with ENGR 3100. Prerequisites: PHYS 1213 OR PHYS 1214.

**ENGR 4200 Introduction to Nanotechnology (4 Credits)**

The most important recent accomplishments so far in the application of nanotechnology in several disciplines are discussed. Then a brief overview of the most important instrumentation systems used by nanotechnologists is provided. The nature of nanoparticles, nanoparticle composites, carbon nanostructures, including carbon nanotubes and their composites is subsequently discussed. The course also deals with nanopolymers, nanobiological systems, and nanoelectronic materials and devices. The issues of modeling of nanomaterials and nanostructures is also covered. Multiscale modeling based on finite element simulations, Monte Carlo methods, molecular dynamics and quantum mechanics calculations are briefly addressed. Most importantly, students should obtain appreciation of developments in nanotechnology outside their present area of expertise. Cross listed with ENGR 3200.

**ENGR 4300 Advanced Numerical Methods (4 Credits)**

Fundamental and advanced numerical methods to approximate mathematical problems for engineering applications using modern software such as Matlab. Topics include numerical differentiation and integration, solution to linear and non-linear equations, ordinary and partial differential equations, and initial, boundary, and eigen value problems. Recommended prerequisite: MATH 2070.

**ENGR 4350 Reliability (4 Credits)**

An overview of reliability-based design. Topics include: fundamentals of statistics, probability distributions, determining distribution parameters, design for six sigma, Monte Carlo simulation, first and second order reliability methods (FORM, SORM). Most Probable Point (MPP) reliability methods, sensitivity factors, probabilistic design.

**ENGR 4455 Fluorescence and Its Applications in Biomedical Sensors (4 Credits)**

The course introduces the principles of fluorescence and its applications in the real world. It covers various topics including fluorophores (dye, fluorescent proteins, quantum dots, etc.), nanomaterials and nanostructures, design of biomedical sensors, point-of-care systems, and wearable devices. Cross listed with ENGR 3455.

**ENGR 4501 Graduate Capstone Design I (3 Credits)**

This is a project-centered course. This is the first third of a practical class that plans the engineering design project prior to addressing the design in earnest. This requires teamwork to develop the plan that details the schedule, cost, and who is responsible for which portions of the design effort. In this segment, the engineering teams establish the starting point for the design. This class puts theory into practice with the “shredding” of the RFP, defining a strategy for the team, balancing what has to be done with existing constraints, understanding the “true” problem of the customer, capturing the associated risks, and capturing margins required for the start of any design activity.

**ENGR 4502 Graduate Capstone Design II (3 Credits)**

This is a project-centered course. This is the second third of a practical class that implements the engineering design process (left side of the vee). This requires teamwork to develop the detailed design, which is a continuation of the accepted proposal. In this segment, the engineering teams add the details to a conceptual design. This class puts theory into practice with requirements development, balancing requirements against the constraints, completing a functional decomposition, developing a CONOPs document, developing a physical architecture, developing a functional architecture, and defining the interfaces through an ICD.

**ENGR 4503 Graduate Capstone Design III (3 Credits)**

This is a project-centered course. This is the third of a practical class that implements the engineering design process (right side of the vee). This requires teamwork to build, checkout, and test the final product. In this segment, the engineering teams build or procure hardware as a step towards the integration of the system. This class puts theory into practice by building components, developing software modules, integrating software with hardware, checkout of the system, and performing tests to verify construction, validate models, and collect data for acceptance by the team prior to demonstrating the operations of the product to the customer. Test data is collected through instrumentation of the final product with a buy-out and certification by the team. Testing may include performance testing and environmental testing as envisioned in the context diagram.

**ENGR 4504 Graduate Capstone Design IV (3 Credits)**

This is a project-centered course. This is the fourth of a practical class that implements the entire engineering “vee” design process. This requires teamwork to build, checkout, and test the final design product, e.g. hypothetical missile. In this segment, the engineering teams fine-tune the design process which may address advanced topics such as fault management and resilience. This class puts theory into practice by building components, developing software modules, integrating software with hardware, checkout of the system, and performing tests to verify construction, validate models, and collect data for acceptance by the team prior to demonstrating the operations of the product to the customer. It may also include addressing the beginning of the program through early management and pre-phase A activities. Test data is collected through instrumentation of the final product with a buy-in and certification by the team. Testing may include performance testing, functional testing, and environmental testing as envisioned in the system process.

**ENGR 4530 Intro to Power and Energy (4 Credits)**

Basic concepts of AC systems, single-phase and three-phase networks, electromechanical energy conversion, electric power generation, transformers, transmission lines, AC machinery, DC motors, and contemporary topics in power and energy conversion. Cross listed with ENGR 3530.

**ENGR 4545 Electric Power Economy (4 Credits)**

This course covers economy aspects of electric power industry and the implications for power and energy engineering in the market environment. Cross listed with ENGR 3545.

**ENGR 4560 Power Generation Operation and Control (4 Credits)**

This course covers economic dispatch of thermal units and methods of solution; transmission system effects; generate with limited energy supply; production cost models; control of generation; interchange of power and energy; power system security; state estimation in power systems; optimal power flow. Prerequisite: ENGR 3530 or ENGR 4530 or permission of instructor.

**ENGR 4590 Power System Protection (4 Credits)**

This course covers methods of calculation of fault currents under different types of fault; circuit breakers, current transformers, potential transformers; basic principles of various types of relays; applications of relays in the protection of generator, transformer, line, and bus, etc. Prerequisite: ENGR 3530 or ENGR 4530.

**ENGR 4620 Optimization (4 Credits)**

The development and application of various optimization techniques will be explored with engineering examples. Topics include: analytical and numerical methods, linear and non-linear programming techniques for unconstrained and constrained problems, and advanced optimization techniques, e.g. global optimization. Optimization methods will be developed and evaluated in code and used in a real-world application project.

**ENGR 4622 Advanced Optimization (4 Credits)**

Optimization is an indispensable tool for many fields of science and engineering and is one of the pillars of data science and machine learning. This course introduces optimization methods that are suitable for large-scale problems arising in data science, machine learning, and other engineering applications. We will discuss the development, computation, and convergence aspects for algorithms including gradient methods, accelerated methods, quasi-Newton methods, stochastic optimization, variance reduction, online optimization, as well as distributed optimization. We will also exploit the efficacy of these methods in concrete data science problems, including learning low-dimensional models, deep learning, and (possible) reinforcement learning. This course together with ENGR 4620 Optimization will provide in-depth introductions to optimization.

**ENGR 4680 Fault Diagnosis & Prognostics for System Design (4 Credits)**

Reliability engineering is a sub-discipline of systems engineering that emphasizes dependability in the lifecycle management of a product. Reliability, describes the ability of a system or component to function under stated conditions for a specified period of time. Reliability is closely related to availability, which is typically described as the ability of a component or system to function at a specified moment or interval of time. Normally, quality focuses on the prevention of defects during the warranty phase whereas reliability looks at preventing failures during the useful lifetime of the product or system from commissioning to decommissioning. Diagnosis is used, with variations in the use of logic, analytics, and experience, to determine "cause and effect". In systems engineering, it is typically used to determine the causes of symptoms, mitigations, and solutions. Prognostics is an engineering discipline focused on predicting the time at which a system or a component will no longer perform its intended function. This lack of performance is most often a failure beyond which the system can no longer be used to meet desired performance. The predicted time then becomes the remaining useful life (RUL), which is an important concept in decision making for contingency mitigation. Success in this course requires knowledge of probability theory and statistics, and familiarity with MATLAB/Simulink.

**ENGR 4723 Digital Control (4 Credits)**

The course focuses on modeling, analysis, and design of digital control systems. Topics include: z-Transform and difference equations; sampling and aliasing; Zero-Order Hold (ZOH); A/D and D/A conversions; pulse transfer function representation; time and frequency domain representations; input/output analysis; analysis of sample data systems; stability; design of discrete-time controllers; introduction to state-space representation. Cross listed with ENGR 3723. Prerequisites: ENGR 3721 and ENGR 3722.

**ENGR 4730 Introduction to Robotics (4 Credits)**

Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Cross listed with ENGR 3730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or instructor approval.

**ENGR 4735 Linear Systems (4 Credits)**

This course focuses on linear system theory in time domain. It emphasizes linear and matrix algebra, numerical matrix algebra and computational issues in solving systems of linear algebraic equations, singular value decomposition, eigenvalue-eigenvector and least-squares problems, linear spaces and linear operator theory. It studies modeling and linearization of multi-input/multi-output dynamic physical systems, state-variable and transfer function matrices, analytical and numerical solutions of systems of differential and difference equations, structural properties of linear dynamic physical systems, including controllability, observability and stability. It covers canonical realizations, linear state-variable feedback controller and asymptotic observer design, and the Kalman filter. Cross listed with ENGR 3735. Prerequisites: ENGR 3611, ENGR 3721, ENGR 3722, or permission of the instructor.

**ENGR 4740 Adaptive Control Systems (4 Credits)**

Theoretical and application aspects of robust adaptive control design for uncertain dynamical systems. Topics include: parameter estimation, stability, model reference adaptive systems, self-tuning regulators, gain scheduling, design for robustness against unmodeled dynamics and disturbance signals. Examples will be given from aerospace engineering (changes in the dynamics of aircraft), process control, and robotics. Modern alternatives to traditional adaptive control will be discussed (switching multi-model/multi-controller adaptive schemes). Prerequisite: ENGR 3721 or permission of instructor. Familiarity with MATLAB/Simulink.

**ENGR 4745 Adv Non-Linear Control System (4 Credits)**

Nonlinear system analysis methods: Existence of solutions of ODEs, uniqueness, continuity, compactness, fixed point, linearization, metric spaces, Contraction Mapping Theorem, Gronwall-Bellman lemma. Phase plane analysis; Limit Cycles. Lyapunov stability of autonomous and non-autonomous systems. Circle criterion, absolute stability, Popov criterion. Passivity and Lyapunov stability. Input-to-State stability. Small Gain Theorem. Describing functions. Nonlinear control system synthesis methods: Passivity-based control. Stability via Feedback Linearization. Lie derivatives.

**ENGR 4750 Networked Control Systems (4 Credits)**

Fundamental tools and recent advances in networked control. Topics include the control of multi-agent networks found in multi-vehicle coordination, control of sensor networks, unmanned vehicles, and energy systems. Network models, distributed control and estimation, distributed control under limited communications and sensing, formation control, coverage control in mobile sensor networks. Prerequisites: linear algebra, linear control systems, differential equations, familiarity with MATLAB, or permission of instructor.

**ENGR 4755 Optimal Control (4 Credits)**

Introduction to optimal control theory (control laws that maximize a specified measure of a dynamical system's performance). Topics include: optimality conditions and constraints; calculus of variations; review of mathematical programming (Lagrange multipliers, convexity, Kuhn-Tucker theorem); Pontryagin's maximum principle (constraints, Hamiltonians, bang-bang control); dynamic programming and Linear Quadratic Regulation (Riccati, Hamilton-Jacobi equation). Prerequisites: ENGR 3721 (Controls) and ENGR 3735/4735 (Linear Systems) or equivalent courses.

**ENGR 4760 Multivariable Control (4 Credits)**

Multivariable aspects of control (systems with multiple actuators and sensors); performance analysis of feedback control systems; sensitivity; robustness and stability margins; disturbance attenuation; design tradeoffs; singular value; characteristic locus. Modern H-infinity control theory and 'mu' synthesis-based robust control design techniques. Enforced Prerequisites and Restrictions ENGR 3721 (Controls) and ENGR 4735 (Linear Systems at a graduate level) or equivalents.



**ENGR 4765 Robot Control (4 Credits)**

The course focuses on different techniques, methods, and theories for control of robots. The topics covered include: introduction to nonlinear control theory, review of independent joint control, nonlinear and multivariable robot control, feedback linearization control of robots, control of underactuated robots, control of nonholonomic and mobile robots. force and impedance control, and vision-based control. Pre-requisite or co-requisite: ENGR 3730 or ENGR 4730, or equivalent is recommended.

**ENGR 4790 Systems Engineering Requirements (4 Credits)**

The course covers fundamentals of design and requirements analysis of complex systems to meet overall mission requirements. It spans the whole requirements engineering phase that includes requirements analysis, decomposition, derivation, allocation, verification and validation planning. Students acquire expertise in creating UML and SYML case diagrams and in defining and implementing verification and validation plans. Requirement management methods and tools, associated vernacular, and requirements configuration control are also covered. Prerequisites: ENMT 4100, or permission by the Instructor.

**ENGR 4810 Advanced Topics (ENGR) (1-5 Credits)****ENGR 4865 Design, Innovation, and Entrepreneurship (4 Credits)**

The course focuses on design and innovation of engineering systems and products. It deals with entrepreneurship, critical and innovative thinking, creativity and lateral thinking, research and technology challenges that lead to innovation, entrepreneurship and new product development, problem solving and decision making. It discusses factors that affect innovation (e.g. tech insertion), as well as a wide range of case studies in diverse application domains. Course Requirements: Projects.

**ENGR 4910 Conceptual Design (4 Credits)**

Conceptual design is the part of the design process where—by identifying the essential problems through abstraction, establishing function structures, searching for appropriate working principles and combining these into a working structure—the basic solution path is laid down through the elaboration of a solution principle. Conceptual design specifies the principle solution. Concept design rarely starts at the same point; you might have an existing design that needs iterating or the requirement to create a conceptualized form. Problem solving consists of using generic or ad hoc methods in an orderly manner to find solutions to problems. George Polya (mathematician) presented two important decision-making principles, understanding the problem and devising a plan. To understand what is new, students are asked to look at intellectual property, a category of property that includes intangible creations of the human intellect. There are many types of intellectual property such as patents, and some countries recognize more than others. Designers assess the many different directions a design could take at this stage will allow you to identify what you like and don't like from each one. The preferred concept will then be further developed using engineering drawings, schematics and possibly 3D models which will show how the design will look and operate.

**ENGR 4920 Aerospace Missions (4 Credits)**

The Design "Problem" in Advanced Aerospace Systems describes the problems in the conceptual design of various types of aircraft, spacecraft, and complex vehicles. It covers the following topics: design of orbital spacecraft, design for Moon missions (such as landers), design for Mars missions (including rovers), design of an unmanned drone for surveillance (high-altitudes), CubeSats (having large constellations), and rockets and missiles (including hypersonic). Problem statements are concise descriptions of design problems. Design teams use them to define the current and ideal states, to freely find user-centered solutions. This class stands as a reference of interest to engineers and scientists working in aerospace engineering and related topics.

**ENGR 4940 Mission Operation Controls (4 Credits)**

Space operations is based at a centralized control center, a facility used for command & control (C2), and related communication equipment (antennas, etc.). The human operators conduct the day-to-day operations for controlling the spacecraft. They control the spacecraft and its payloads, and carries out all activities related to mission planning and scheduling. For example, normal orbital operations are interrupted every six months to conduct orbital maneuvers. Launch operations begin with spacecraft integration and checked-out for launch. Once safely placed in orbit, command and control goes back and forth between the ground control station and the spacecraft or satellite. A key aspect of spacecraft operations is the transferring of data from the onboard instruments collected by its payload to the ground, eventually disseminating the data to concerned users and analysts through a ground data network. This requires an on-orbit communication architecture.

**ENGR 4991 Independent Study (1-5 Credits)****ENGR 4995 Independent Research (1-16 Credits)****ENGR 5991 Independent Study (0-10 Credits)****ENGR 5995 Independent Research (1-16 Credits)**

## Emergent Digital Practices

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Emergent Digital Practices (EDP) provides undergraduate students with a broad understanding of the history, theory and emerging status of multiple cultural practices, both mainstream and alternative, which are evolving alongside digital technologies. The EDP major emphasizes the new forms of



interaction, collaboration, engagement, and performance developing as technology converges with bodies of knowledge and practices from across the arts, humanities, and sciences. Shaped by an investment in participatory forms of creativity and critical engagement, EDP asks students to work together to develop strategies and processes for addressing complex interdisciplinary topics and problems beyond the realm of industry standards and proven application. Together, EDP faculty and students will strive to create new forms of art, experiences, media, and ways of knowing in the 21st century.

The Emergent Digital Practices program brings together art, design, media, culture, and technology studies in a hands-on, collaborative environment. Technology links academic disciplines with professional fields and joins shared communities with our personal lives in many new and exciting ways. To understand and explore this landscape, we infuse the digital practices of making and writing with contemporary critical approaches to cultural technologies, media philosophy, the critique and investigation of electronic and new media arts, and studies in science fiction, trans-global politics and science.

Emergent Digital Practices appeals to students who are more broadly defined creative types and critical thinkers because the lines between artists, designers, scholars, and inventors have largely dissolved. The EDP program prepares students who seek to work in spaces beyond what is already defined and familiar. To help students acquire a broad spectrum of media literacies and practical artistic skills, the EDP major combines cutting-edge classrooms with new learning spaces that are equal parts laboratory, studio, think-tank, and stage. Integrating powerful desktop computer stations and highly mobile technologies within a variety of interactive smart-spaces, the EDP program supports new kinds of student-to-peer and student-to-faculty interactions and collaborations.

## Emergent Digital Practices

The Bachelor of Arts in Emergent Digital Practices at the University of Denver promotes critical knowledge and creation with digital tools. The BA student majoring in emergent digital practices should be able to demonstrate both understanding and skills within interdisciplinary contexts. The BA student should also be able to synthesize ideas and practices from across the spectrum of historical and contemporary contexts, focusing not just on making the new, but making the needed. The BA student's work should demonstrate synergy with the student's second major, minor or dual-degree program. The Emergent Digital Practices Minor brings the power of basic technical know-how and critical sensibility to your major. The BA minor will be able to leverage digital ideas to infuse 21st-century methodologies into their other areas of interest, better preparing the student for either the marketplace or future academic studies in any discipline. Through both exploration of new ideas and hands-on experiences, the minor will prepare students to shift with our rapidly changing future.

## Bachelor of Arts Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

48 credits, including the following:

Code	Title	Credits
<b>EDP Foundations</b>		
Select 12 credits of the following Plus ARTS 1250 Drawing		16
ARTS 1250	Drawing	4
EDPX 2000	Imaging in Emergent Digital Practices	4
EDPX 2100	Interactivity in Emergent Digital Practices	4
EDPX 2300	Systems in Emergent Digital Practices	4
EDPX 2400	Time in Emergent Digital Practices	4
<b>EDP Cultures</b>		
Select 8 credits of EDP cultures		8
<b>Upper Division EDP Electives</b>		
Upper-division EDP electives, including one Collaboration focused course		20
<b>Capstone Credits</b>		
EDPX 3990	Capstone (Taken in the Winter of Senior Year)	4

The BA major in Emergent Digital Practices must also have a minor, a second major, or be enrolled in a dual-degree program in another discipline. To facilitate this requirement, the BA major in Emergent Digital Practices is capped at a maximum of 60 credits toward the major.

## Secondary Major

### Secondary Major

60 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

24 credits, including the following:

Code	Title	Credits
<b>EDP Foundations</b>		
Select 3 of the following:		12
EDPX 2000	Imaging in Emergent Digital Practices	
EDPX 2100	Interactivity in Emergent Digital Practices	
EDPX 2300	Systems in Emergent Digital Practices	
EDPX 2400	Time in Emergent Digital Practices	
<b>EDP upper division electives</b>		<b>8</b>
<b>EDP Cultures</b>		<b>4</b>
<b>Total Credits</b>		<b>24</b>

### Minor Requirements (for All Computer Science Majors)

24 credits, in emergent digital practices. These requirements apply to students pursuing a Computer Science Major. \*

Code	Title	Credits
<b>Required Courses</b>		
EDPX 2000	Imaging in Emergent Digital Practices	4
EDPX 2400	Time in Emergent Digital Practices	4
<b>EDP electives</b>		<b>12</b>
<b>EDP Cultures</b>		<b>4</b>
<b>Total Credits</b>		<b>24</b>

\* Students with a Computer Science major with a minor in Emergent Digital Practices:

- cannot receive credit toward the minor for either EDPX 2100 or EDPX 2300
- may need to seek prerequisite waivers to enroll in EDPX 3100, 3200, 3450, 3110, 3250, 3310, 3340, 3350

Bachelor of Arts in Game Development students with a minor in Emergent Digital Practices:

- may not count EDPX 3600 3D Modeling or ARTS 1250 Drawing toward satisfying the emergent digital practices minor as they are required cognates of the game development major

## Bachelor of Fine Arts Major

### Bachelor of Fine Arts Major Requirements

(189-192 credits required (p. 93))

The Bachelor of Fine Arts in Emergent Digital Practices at the University of Denver builds on the same foundation as the BA and extends into a fine arts-focused practice. While demonstrating a foundational understanding of emergent digital practices within interdisciplinary contexts, the BFA student should be able to articulate a deeper understanding of the historical and contemporary contexts of art, technology and sciences. The BFA student should be prepared for public engagement through his or her knowledge of the significance of established cultural institutions and frameworks such as galleries, museums, festivals and other public spaces. Additionally the BFA student should be prepared for the development and organization of emerging venues for the exhibition and public engagement with experimental works of art and digital media. The BFA student does not need a second major or minor.

Minimum of 116 credits; maximum of 135 credits, including the following:

Code	Title	Credits
<b>EDP Foundations</b>		
ARTS 1250	Drawing	4
EDPX 2000	Imaging in Emergent Digital Practices	4
EDPX 2100	Interactivity in Emergent Digital Practices	4
EDPX 2300	Systems in Emergent Digital Practices	4
EDPX 2400	Time in Emergent Digital Practices	4
<b>EDP Cultures</b>		

Select 8 credits of EDP cultures	8
<b>Art history</b>	
Select 8 credits of Art History	8
<b>Credits outside Emergent Digital Practices and Art History</b>	
4 credits in a course approved by an EDP advisor	4
<b>Upper division EDP electives</b>	
Select 52 upper-division EDP electives, including one Collaboration focused course	52
<b>Upper-division courses</b>	
Select 16 credits in Studio Art, Art History, Computer Science, Media, Film and Journalism Studies	16
<b>Capstone Credits</b>	
EDPX 3960                      BFA Capstone (Taken in Spring of Senior Year)	4
EDPX 3990                      Capstone (Taken in Winter of Senior Year)	4
<b>Total Credits</b>	<b>116</b>

The BFA major in Emergent Digital Practices is capped at a maximum of 135 credits.

## Requirements for Distinction in the Major in Emergent Digital Practices

- Minimum of 3.5 major GPA
- Creative research project, paper, and presentation required

## BA in Emergent Digital Practices

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
AI Natural	4	EDP Foundations course <sup>1</sup>	4	SI Society	4
AI Society	4	Minor or Elective	4	ARTS 1250 (or EDP Foundations course)	4
	<b>16</b>		<b>16</b>		<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
SI Society	4	EDP Foundations Course	4	AI Society	4
Minor or Elective	4	Minor or Elective	4	ARTS 1250 (or EDP Foundations course)	4
Minor or Elective	4	Minor or Elective	4	Minor or Elective	4
INTZ 2501 <sup>2</sup>	2				
	<b>18</b>		<b>16</b>		<b>16</b>
<b>Total Credits: 98</b>					

<sup>1</sup> See Program of Study (p. 318) tab for explanation of EDP Foundations courses

<sup>2</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

**EDPX 2000 Imaging in Emergent Digital Practices (4 Credits)**

This course introduces digital imaging and digital illustration. Foundational technical methods and semiotics are introduced as ways to explore contemporary visual language. Students gain understanding in the digital creation and deciphering of images in 2D space. The essential language and concepts concerning representation and digital reproduction are developed through critical study and making. Lab fee. No prerequisites.

**EDPX 2100 Interactivity in Emergent Digital Practices (4 Credits)**

This course provides the fundamental concepts of digital interactive software, including the study of how the computer processes information and can be leveraged to create relationships with and between people. Students learn programming fundamentals in ways that are applicable across all types of programming. The basic ideas of Human Computer Interface are introduced and put into practice. Lab fee. No prerequisites.

**EDPX 2300 Systems in Emergent Digital Practices (4 Credits)**

This course studies the fundamental concepts of systems, both analog and digital, analyzing how structure and operation combine to produce complex results and effect change in the world. Students will learn how the components of digital systems from simple electronics to complex software and distributed networks function systematically to solve problems and share information. Through study of the development of the computer, the internet and digital interfaces students will gain a critical understanding of how these systems have been historically shaped. Reading, writing, and making will synthesize practice and critical ideas. No prerequisites. Lab fee.

**EDPX 2400 Time in Emergent Digital Practices (4 Credits)**

This course introduces the fundamental concepts of time-based media, with an emphasis on audio and video production. Basic recording, capturing, editing and manipulation of time are covered. Students gain understanding on how to utilize, analyze, and manipulate time in digital media. Students learn the basic language and critical analysis techniques needed to understand when and how to take advantage of each time-based media for their practice. Lab fee. No prerequisites.

**EDPX 2710 Critical Game Cultures (4 Credits)**

This course is a critical investigation of contemporary ludic cultures. Ludic cultures are environments and practices of play. This course is taught with a teaching model where games are treated as texts, and outcomes are in the form of discussion and synthetic media responses. We co-construct and play a hyper-local canon of games, both in and outside of class. We read from the growing body of literature in game studies. We reflect and respond to these texts through shareable media. This course counts towards the satisfaction of the Cultures requirement for Emergent Digital Practices majors and minors. Lab fee. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 2730 Understanding Digital Art (4 Credits)**

An exploration of digital art focused on artwork created since 2000. Topics include video art, MMO performances, interactive installations, VR, animation, and much more. Students will actively search for, share, and analyze artworks as a key component of the class. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 2740 Animated Satire (4 Credits)**

This course will study the use of animated satire and irreverence as a tool to critique issues of our time, including socio-politics, culture, and environmental changes. The history and contemporary practices of this genre will be examined through text and media. Students will explore this field through media, theory, creating media and writings. Throughout history, artists, writers, performers, and activists have used satire as a powerful instrument to question those who abuse authority. Understanding the world through critical humor can position us to react to politics and culture with relevance, and even spark movements. The writing and creative making process open the opportunity for paths of self-discovery and vulnerability, which can contribute to empathy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 2770 Exploring Digital Cultures (4 Credits)**

This course introduces fundamental concepts of digital technologies and networks from a cultural perspective. Students will critically examine the broader impact of the internet, search engines, social media platforms, algorithms, surveillance capitalism, technological bias, and online cultural exchange. How can we envision preferable futures for online cultures? What methods can be used to evaluate possible futures? Students will explore the different cultural aspects of critical speculation through theory, literature, speculative/science fiction, art, and making. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 2780 Computing Culture (4 Credits)**

This course focuses on the history and theory of computing technologies, and their impact on the arts and society. Computing, in this context, ranges from ancient mechanical computers, telecommunication, and colonial infrastructure and contemporary highspeed networks, social networks, and Artificial Intelligence. How do these technologies impact modern societies? What artworks (visual art, literature, music and more) utilize computing in creative and critical ways? How can art and computing create social change? What are the negative legacies of colonialism embedded in both art and computation? What are meaningful decolonial practices stemming from the Global South and North that enable the collective stewardship of new technologies? Students will analyze technologies, art, and human creations through qualitative analysis and creative interpretations. This course fulfills the Cultures requirement for Emergent Digital Practices majors and minors. This course also counts toward the Analytical Inquiry: Society and Culture Common Curriculum requirement.

**EDPX 3100 Programming for Play (4 Credits)**

This course offers an introduction to the creation of games and playful interactive objects. Students explore the space of socially conscious and humane games as well as investigate the creation of compelling interfaces and interactive opportunities. Specific topics will vary each time the course is taught, and the course is repeatable up to two times. Lab fee. Cross listed with EDPX 4100. Prerequisite: EDPX 2100 or permissions of the instructor.

**EDPX 3110 Rapid Game Design and Prototyping (4 Credits)**

This course is a rigorous investigation into games, rules, systems, interaction, and the iterative design methodology through the rapid creation of paper-based and physical game prototypes. The ambition is for each student to create one new game per week in response to varying material and conceptual constraints. Participants both create and constructively critique games created by classmates. Participants are expected to become reflective in their play. Class time is devoted to play-testing and discussion. Lab fee. Cross listed with EDPX 4110. Prerequisite: EDPX 2300 or permission of the instructor.

**EDPX 3112 Rapid Physical Game Design & Prototyping (4 Credits)**

This course is a rigorous investigation into games, rules, systems, interaction, collaboration, and the iterative design methodology through the rapid creation of large, human scale, "Big Games." The ambition is for students, working in changing collaborative groupings, to rapidly create games in response to varying material and conceptual constraints. Participants will both create and constructively critique games created by classmates. Participants are expected to become reflective in their play. Class time will be devoted to play-testing and discussion. Prerequisite: EDPX 2300. Lab fee.

**EDPX 3120 Making Critical Games (4 Credits)**

Students are challenged to create games (board, physical, video-, and hybrid games) that respond to social conditions in a critical manner while still maintain an essential ludic quality. Public good and civic engagement projects are welcomed. The course may be repeated with instructor permission when projects vary. Specific topics will vary each time the course is offered, and the course is repeatable up to 3 times. Lab fee. Prerequisites: EDPX 3100 or COMP 1671, and EDPX 3110, or permission of the instructor. Cross listed with EDPX 4120.

**EDPX 3200 Data Visualization (4 Credits)**

This course explores the creation of informational graphics for the visual unpacking of relationships within and among data sets. Students learn to visualize large data sets as a means of revealing and exploring patterns of information. Creating interactive visualizations are also covered, allowing for deep and participatory engagement with information. The resulting mediums include print and web. Lab fee. Cross listed with EDPX 4200. Prerequisites: EDPX 2100, or permission of the instructor.

**EDPX 3210 Typographic Landscapes (4 Credits)**

This class is a rigorous investigation of the expressive potential of typography as a crucial element of visual expression and electronic media. This class presumes no background in typography. Students are guided through project-based explorations that range from hand-rendered inter-letter spatial relationships to the typesetting of modest sets of pages for paper and e-books. Lab fee. Prerequisite: EDPX 2000 or permission of the instructor.

**EDPX 3270 Making Networked Art (4 Credits)**

In this course networked art is understood in the broadest sense from art that natively exists on digital networks to art that critiques and engages with the concept of the network in contemporary society. This course aims to develop a critical understanding of and response to the social, cultural, aesthetic and technical contexts of network culture, building on a deep understanding of contemporary and historical networked art practices. Students will engage with network architectures and platforms developing experimental approaches to user interface and interaction, deploying a range of digital materials from data to rich multimedia content to create work that produces new understandings of the role of the network in a post digital age. Prerequisite: EDPX 2100. Lab fee. Crosslisted with EDPX 4270.

**EDPX 3310 Tangible Interactivity (4 Credits)**

Explores methods and devices for human-computer interaction beyond the mouse and keyboard. Students learn to create and hack electronic input and output devices and explore multi-touch augmented reality, and other forms of sensor-based technologies. Lab fee. Prerequisite: EDPX 2300 or permission of the instructor.

**EDPX 3320 Interactive Art (4 Credits)**

This course expands the concepts, aesthetics, and techniques critical to the exploration and authoring of interactive art. It explores human computer interactions; user/audience interface design/development; interactive logic, author-audience dialogue; meta data/multimedia asset acquisition and authoring environments. While utilizing student skills in numerous media forms, the class focuses on sensing, interactive scripting techniques, and emerging forms of digital narrative. Emphasis is on the development of interactive media deployment and distributions ranging from screen media to physical environments. Lab fee. Cross listed with EDPX 4320. Prerequisite: EDPX 3310 or EDPX 3450, or permissions of the instructor.

**EDPX 3330 Advanced Coding (4 Credits)**

This course is focused on text-based creative coding for multiple purposes. Specific applications change each quarter and can include mobile apps, computer vision, machine learning, generative art, programming reactive spaces, web animation, and other emerging ideas, all driven by creative coding. Prerequisite: EDPX 2100 or COMP 1671.

**EDPX 3340 Designing Social Good (4 Credits)**

This course focuses on interdisciplinary approaches to artistic, scholarly and cultural methods for creating change in contemporary societal mindsets for a more sustainable and equitable future. Our objectives are to understand how current practices are reinforced and then to make experiences that encourage new ideas in the personal and global sphere. Lab fee. Cross-listed with EDPX 4340. Prerequisite: EDPX 2100 or permission of the instructor.

**EDPX 3350 Sustainable Design (4 Credits)**

This course surveys and functionally implements the foundations of sustainable design strategies as a praxis intersecting the domains of digital media design, dissemination, community organization and networking. The course builds upon the basic paradigms that have coalesced in the organizational and critical platforms of the sustainable design movement including ecology/environment, economy/employment, equity/equality and education/pedagogy/dissemination. The class reviews a wide spectrum of sustainable design strategies including: mapping of consumptive origin-thru-fate, green materials usage, creative commons, open source software/hardware movements, collaborative design, predictive complexity modeling, biomimicry, evolutionary design methods, and greening infrastructure among others. Lab fee. Prerequisites: EDPX 2300 and EDPX 2400 or permission of instructor.

**EDPX 3370 Biomedica in Emergent Digital Practices (4 Credits)**

This EDP art-science course in Biomedica will survey and investigate the interplay between new media, biological systems/ technologies and bioethics as they relate to creative inquiry at the juncture of life sciences, digital media and contemporary technoculture. The course will build upon the basic paradigms and platforms of biosemiotics and biomimetics to expand into a coverage of our framing of corporeality, biological/environmental sensibilities and our perceptions and interconnections with biomaterials and lifeforms that we exist thru and within. Course topics will adapt to significant developments in biological sciences, emergent media and bioethics. The course can be repeated for credit with offering of new course topics. Cross Listed with EDPX 4370. Prerequisite: EDPX 2300. Course is open to Biology, Environmental Science majors and Sustainability minors with instructor approval.

**EDPX 3400 Video Art (4 Credits)**

This course continues the investigation of theories and practice of electronic media and expands into an exploration of video art, providing the basic principles of video technology and independent video production through a cooperative, hands-on approach utilizing various video formats. The course may be repeated for credit with permission of the instructor and when projects vary. Lab fee. Prerequisite: EDPX 2400 or permission of the instructor. Cross listed with EDPX 4400.

**EDPX 3410 Advanced Video Art (4 Credits)**

This course continues the investigation of theories and practices of electronic media and expands into an individual exploration of video art focusing on off-screen time-based media through conceptual and technological experimentation. Projects explore creating digital video for projection into space, onto buildings, and in the form of installations, to name a few formats. Projects are used as a platform for creative expression focusing on the critical skills necessary for the conception and completion of ideas. Lab fee. Prerequisite: EDPX 2400 or permission of the instructor.

**EDPX 3440 Site-Specific Installation (4 Credits)**

This class produces projects investigating physical space, virtual space and site-specific public installation. Lab fee. Cross listed with EDPX 4440. Prerequisite: EDPX 2400 or permission of the instructor.

**EDPX 3450 Visual Programming (4 Credits)**

This course introduces intuitive visual programming that allows rapid building of personalized tools for data, video, image, and sound manipulation. These tools can be used in real-time editing or performance, complex effects processing, or to bridge between multiple pieces of software. Lab fee. Cross listed with EDPX 4450. Prerequisite: EDPX 2100.

**EDPX 3460 Visual Programming II (4 Credits)**

This class uses advanced visual programming concepts (as provided by Max/MSP and Jitter) to explore visualization and sonification techniques in an artistic context. Areas of exploration include OpenGL modeling and animation, virtual physics emulation, audio synthesis techniques, and external data manipulation. Students use these concepts to create art installation and performance projects. Lab fee. Cross listed with EDPX 4460. Prerequisite: EDPX 3450 or permission of the instructor.

**EDPX 3490 Expanded Cinema (4 Credits)**

This course introduces several forms of expanded cinema, such as video remixes and mashups; live cinema and audiovisual performance; VJing; sonic visualization; visual music; and ambient video. The class extends the student's multitrack video and audio mixing skills to an emphasis on both performative and generative approaches to audiovisual media. It introduces software and hardware sets including VJ tools and visual programming for generating as well as manipulating video files and real-time source streams. Lab fee. Cross listed with EDPX 4490. Prerequisite: EDPX 2400 or permission of the instructor.

**EDPX 3500 Sonic Arts (4 Credits)**

This class introduces the tools and techniques of the sonic arts, including field recording; sampling and synthesis; sound editing and effects processing; and mixing. Students survey a variety of sonic arts, historical and contemporary, to understand techniques and strategies for developing and distributing sonic artifacts. Lab fee. Cross listed with EDPX 4500. Prerequisite: EDPX 2400 or permission of the instructor.

**EDPX 3600 3D Modeling (4 Credits)**

This course serves as an introduction to 3D modeling, texturing, and lighting on the computer. Students complete a series of projects in which the processes of preparing and producing a 3D piece are explored. Various strategies and techniques for creating detailed models to be used in animation and games are examined. Additional attention is spent on virtual camera techniques as well as the use of compositing in creating final pieces. Current trends in the field are addressed through the analysis and discussion of current and historical examples. Lab fee. Cross listed with EDPX 4600, MFJS 3600. Prerequisite: EDPX 2000 or permission of the instructor.

**EDPX 3610 3D Animation (4 Credits)**

This course examines animation within virtual 3D environments. Starting with basic concepts, the course develops timing and spacing principles in animation to support good mechanics. They also serve as the basis for the more advanced principles in character animation as the class progresses. Lab fee. Cross listed with EDPX 4610. Prerequisite: EDPX 3600 or permission of the instructor.



**EDPX 3620 3D Spaces (4 Credits)**

An exploration of 3D digital space and the possibilities found in games, narratives and visualizations in these spaces. A real-time engine is used by students to examine the opportunities of virtual 3D worlds. Lab fee. Prerequisite: EDPX 3600 or permission of the instructor.

**EDPX 3700 Topics in Emergent Digital Culture (4 Credits)**

This course provides an in-depth exploration of the emergent digital practice of a particular culture and a unique area of advanced study (for example, art and science studies; activism; youth culture; critical game studies; the philosophy of technology; or social networking). Students learn the social/historical context of the particular culture and observe and document the interplay between cultural practices and particular technologies. This course may be repeated. Prerequisite: varies with topic.

**EDPX 3701 Topics in Emergent Digital Making (1-4 Credits)**

Topics in Emergent Digital Making.

**EDPX 3730 21st Century Digital Art (4 Credits)**

An exploration of Digital Art and surrounding culture from the last 15 years. Topics will include machinima, demoscenes, MMO performances, interactive installations, VR, animation, video shorts, and much more. Students will actively search for, share and critically review much of the creative work for the class.

**EDPX 3740 Performance Cultures (4 Credits)**

This course explores the history and current state of technology and performance. Topics covered include expanded cinema, live cinema, VJing, performance art, and the intersections of audiovisual media and technologies with dance, theater, and more. This course incorporates reading and discussion of critical texts and documentation of theory, process and practices, and the class includes screening and discussion of examples of both historical and emerging forms of media-enriched performance. For output, students produce written media on a variety of performance-related issues, artifacts, and practitioners, culminating in a written document or interactive publication. Lab fee. Prerequisites: EDPX 2200 and EDPX 2400, or permission of the instructor.

**EDPX 3750 Sound Cultures (4 Credits)**

This course explores the sonic turn of emergence in contemporary digital culture. New sound technologies and practices, along with the development of interdisciplinary sound studies, have made avant-garde composition, sound art, film soundtracks, electronic music, turntablism, jazz, and alternative as well as popular musical forms equally essential zones in which we attune to changing technocultural conditions. To situate the course's emphasis on contemporary sonic experience and auditory ways of being in the world, an historical portion of the class establishes the ways in which new sound cultures have appeared since WWII to transform how musicians, artists, scholars, and listeners experience and understand sound. The class facilitates experiences ranging from the pole of auditory realism to that of sonic speculation and futurism. Students will develop a sonic literacy that includes: listening as a creative act; understanding how to work with diverse sonic materials; and appreciating the critical voice as a creative and cultural imperative. Prerequisites: EDPX 2400.

**EDPX 3770 Cybercultures: The Social Science of Virtual Spaces (4 Credits)**

This course encompasses a variety of lenses through which to view, evaluate and critique ideas of 'community' and communities in cyberspace (cyberculture). The course covers such issues as identity and race in cyberspace (including 'identity and racial tourism'); communication technologies and social control; digital censorship; and utopian and dystopian representations of digital technology. The course also engages with social theories involving issues of technological determinism and the popular representation of technology. It explores the views of a diverse set of critics to ask whether digital things are 'good' for you and your communities. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with EDPX 4770.

**EDPX 3772 Cybercultures: Art, Technology, and the Extended Body (4 Credits)**

This course explores the extensions of the body made possible by technology, with a particular focus on how artists have used both analog and digital technologies to extend the body and to influence their creative practices. Beginning with the camera obscura and ending with examples of contemporary computer-mediated and artworks, the course will present for critical analysis a wide range of the various technologies used by artists to shape and alter their creative practice. We will explore the nature of the technological interface with attention to its varied effects on human perception and on creative practice itself. A combination of critical texts, examples of artist works, written assignments and creative projects will foster an in-depth assessment of how technological tools and processes influence, enhance and alter the creative processes and practices used by artists. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 3780 Science Fiction: Digital Culture (4 Credits)**

This course explores the intersections of emergent digital practices and cultures with extrapolative thought experiments, technical speculations, and social criticisms of science fiction. Students read, discuss, write, and otherwise respond to primary texts by the likes of William Gibson, Bruce Sterling, Cory Doctorow, Philip K. Dick, and Hiroshi Yamamoto. Science fiction studies may also include sub-genres (steampunk, hard science fiction, ecological) and regional categories (Japanese sci-fi), as well as consider science fiction in other media formats (sound recordings, film, games). For output, students produce written materials in a variety of formats, culminating in a formal essay or interactive publication. Cross listed with EDPX 4780.

**EDPX 3800 Topics in Digital Making (4 Credits)**

This course provides an in-depth exploration of the emergent digital practices of a technology or method for making (for example, wearables; interactive projections; augmented reality; immersive multi-channel soundscapes). Students learn the social/historical context of the particular method and consider the role and function their creations serve when it becomes public. This course may be repeated. Lab fee. Prerequisite: varies with topic.

**EDPX 3960 BFA Capstone (4 Credits)**

This course is required for all BFA students prior to taking the undergraduate capstone course. Students work independently with a faculty member to research and develop their capstone project in detail addressing ideas, making, venues, distribution, and other aspects of professional practice. Lab fee. Senior standing required. Must be a BFA student.

**EDPX 3980 Internship (1-8 Credits)**

Instructor approval required.

**EDPX 3990 Capstone (4 Credits)**

This course provides time and guidance for individual students to develop complex works that are a culmination of their studies. All projects must synthesize the principles of experience, emergence, and engagement taught throughout the program. All projects require both writing and making, the balance of these two to be determined by the nature of the work. Lab fee. Senior standing required.

**EDPX 3991 Independent Study (1-8 Credits)**

Independent Study form required.

## English and Literary Arts

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The undergraduate mission of the Department of English and Literary Arts is to help fulfill the University's commitment to provide a liberal undergraduate education and to contribute to the University's general education program. For most of its 150-year history, the academic study of English has been the study of literatures written in this language. That is, the focus of English study includes the history, production and interpretation of literature in English with accompanying emphasis on critical reception of texts, on the diverse cultures that contextualize literary writing and on other kinds of "texts." No single perspective dominates the study of this discipline. Recently, it has also become apparent that even predominantly English-speaking cultures are highly diverse and comprise many different cultures in different languages. In broad terms, then, the discipline of English and Literary Arts at DU includes a) the study of the history of literature in English and in English translation; b) the production of literature as a creative act; and c) the interpretation of literature within the context of aesthetics, which has a complex relationship to social, economic, cultural and political conditions. Like most English departments, we accommodate several different approaches to and emphases on the study of literature and the teaching of creative writing. However, the Department of English and Literary Arts is united in its acceptance of these three broad activities of study as aspects of our mission.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Minimum of 44 credits in English; maximum of 60 credits. No more than 12 credits of coursework at the 1000 level may be taken, and at least 12 credits must be taken at the 3000 level.

Students majoring in English declare one of three concentrations depending on their prospective career interests. The Department of English and Literary Arts offers the following concentrations:

#### Literary Studies

This concentration is for students who wish to study the historical development of literature in English from the United Kingdom, the United States, and elsewhere. Our courses explore a wide range of texts from medieval British poetry to the postcolonial novel, and many of them also offer students the opportunity to read non-English literature in translation. This Literary Studies concentration is appropriate for students who are planning for careers in secondary education or for those intending to continue academic study in graduate school for an MA or PhD in English, though many go on to work in fields such as media, advertising, public relations, international relations, and business.

Code	Title	Credits
<b>Foundations</b>		
ENGL 1010	Introductory Topics in English <sup>1</sup>	4
<b>Core Studies</b>		
16 credit hours of 2000 level ENGL coursework		16
<b>Advanced Studies</b>		
16 credit hours of 3000 level ENGL coursework		16
<b>Electives</b> <sup>2</sup>		
		8

8 hours of ENGL Electives

**Total Credits****44**

<sup>1</sup> ENGL 1010: Introductory Topics in English is required for *all* English and Literary Arts majors.

<sup>2</sup> English and Literary Arts majors may count no more than twelve (12) credit hours of 1000-level ENGL courses toward the major. *This includes ENGL 1010.*

*Historical Periods Distribution Requirement* ([please see the Courses by Category tab for coursework which meets the Historical Periods Distribution requirement](#))

- All majors must satisfy the department's historical periods distribution requirement, which means that the classes above must include eight (8) credit hours of coursework that covers material prior to the year 1700, eight (8) credit hours of coursework that covers material between the years 1700 and 1900, and eight (8) credit hours of coursework that covers material from the year 1900 and beyond.

*Diversity Distribution Requirement* ([please see the Courses by Category tab for coursework which meets the Diversity Distribution requirement](#))

- All majors must satisfy the department's diversity distribution requirement, which means that *at least three* of the classes above—twelve (12) credit hours—must consist primarily of international and/or ethnic literature.

*Additional Notes*

- Reminder: English and Literary Arts majors may not take more than twelve (12) credit hours of ENGL courses at the 1000 level.
- English and Literary Arts majors may not take more than sixty (60) credit hours of ENGL courses.
- In accordance with DU policy, students must earn at least a C- grade in ENGL courses in order for them to count toward the English and Literary Arts major or minor.

Code	Title	Credits
<b>Diversity Requirement for Literary Studies</b>		
<b>12</b>		
12 hours from the following. These courses will also count toward major requirements.		
ENGL 2004	Magical Realism in Literature and Cinema	
ENGL 2061	Global Modernisms	
ENGL 2070	Postcolonial Literature and Theory	
ENGL 2104	The Bible as Literature	
ENGL 2110	The African Imagination	
ENGL 2130	World Literature	
ENGL 2302	19th Century British Literature and the Empire	
ENGL 2350	Early Globalisms	
ENGL 2544	Globalization and Cultural Texts	
ENGL 2715	Native American Literature	
ENGL 2717	African American Writers	
ENGL 2718	Latina/o Literature	
ENGL 2722	Asian American Contemporary Literature: Fiction and Nonfiction	
ENGL 2741	American Jewish Literature: Immigrant Fiction	
ENGL 2742	Modern Hebrew Literature in Translation: Against All Odds	
ENGL 2743	Jewish Humor: Origins and Meaning	
ENGL 3017	Travel Writing-Fiction & Fact	
ENGL 3320	Oral Literature and Orality in Literature	
ENGL 3405	Postmodern Visions of Israel	
ENGL 3743	Modern Jewish Literature	
ENGL 3744	African American Literature	
ENGL 3810	ISL Dharamsala: Tibet, Global Citizenship, & Community Literacies	
ENGL 3826	Latinx Cultural Studies	

**Creative Writing**

This concentration is ideal for students who wish to produce original compositions in poetry, fiction, non-fiction, or translation, while being advised and mentored by practicing writers who work in these literary forms. The Creative Writing concentration combines the traditional study of literary texts and

critical theory with the praxis of creative literary expression and is ideal for students who plan to seek an MFA in creative writing or Ph.D. in English. Many of our graduates also find work in fields such as media, advertising, public relations, international relations, and business.

Code	Title	Credits
<b>Foundations</b>		
ENGL 1000	Introduction to Creative Writing <sup>1</sup>	4
ENGL 1010	Introductory Topics in English <sup>2</sup>	4
<b>Core Studies</b>		
4 credits of Creative Poetry		4
ENGL 2001 or ENGL 2002 or ENGL 2003	Creative Writing-Poetry Creative Writing-Poetry Creative Writing-Poetry	
And		
4 credits of creative fiction		4
ENGL 2010 or ENGL 2011 or ENGL 2012 or ENGL 2013	Creative Writing-Fiction Creative Writing-Fiction Creative Writing-Fiction Creative Writing-Fiction	
An additional 8 credits of 2000 level ENGL coursework.		8
<b>Advanced Studies</b>		<b>16</b>
• 16 credit hours must be taken at the 3000-level. • At least 4 of these Advanced Studies credit hours must be an advanced workshop in creative writing (e.g., ENGL 3002, 3011, 3013, 3015).		
<b>Electives</b> <sup>3</sup>		
Four credits of additional ENGL coursework		4
<b>Total Credits</b>		<b>44</b>

1. ENGL 1000: Introduction to Creative Writing is required for all English and Literary Arts majors *who select a concentration in Creative Writing*.
2. ENGL 1010: Introductory Topics in English is required for *all* English and Literary Arts majors.
3. English and Literary Arts majors may count no more than twelve (12) credit hours of 1000-level ENGL courses toward the major. *This includes ENGL 1010 and 1000.*

*Historical Periods Distribution Requirement* ([please see the Courses by Category tab for coursework which meets the Historical Periods Distribution requirement](#))

- All majors must satisfy the department's historical periods distribution requirement, which means that the classes above must include eight (8) credit hours of coursework that covers material prior to the year 1700, eight (8) credit hours of coursework that covers material between the years 1700 and 1900, and eight (8) credit hours of coursework that covers material from the year 1900 and beyond.

*Diversity Distribution Requirement* ([please see the Courses by Category tab for coursework which meets the Diversity Distribution requirement](#))

- All majors must satisfy the department's diversity distribution requirement, which means that *at least three* of the classes above—twelve (12) credit hours—must consist primarily of international and/or ethnic literature.

#### *Additional Notes*

- Reminder: English and Literary Arts majors may not take more than twelve (12) credit hours of ENGL courses at the 1000 level.
- English and Literary Arts majors may not take more than sixty (60) credit hours of ENGL courses.
- In accordance with DU policy, students must earn at least a C- grade in ENGL courses in order for them to count toward the English and Literary Arts major or minor.

Code	Title	Credits
<b>Diversity Requirement for Creative Writing</b>		<b>12</b>
12 hours from the following. These courses will also count towards major requirements.		
ENGL 2004	Magical Realism in Literature and Cinema	
ENGL 2061	Global Modernisms	
ENGL 2070	Postcolonial Literature and Theory	
ENGL 2104	The Bible as Literature	

ENGL 2110	The African Imagination
ENGL 2130	World Literature
ENGL 2302	19th Century British Literature and the Empire
ENGL 2350	Early Globalisms
ENGL 2544	Globalization and Cultural Texts
ENGL 2715	Native American Literature
ENGL 2717	African American Writers
ENGL 2718	Latina/o Literature
ENGL 2722	Asian American Contemporary Literature: Fiction and Nonfiction
ENGL 2741	American Jewish Literature: Immigrant Fiction
ENGL 2742	Modern Hebrew Literature in Translation: Against All Odds
ENGL 2743	Jewish Humor: Origins and Meaning
ENGL 3017	Travel Writing-Fiction & Fact
ENGL 3320	Oral Literature and Orality in Literature
ENGL 3405	Postmodern Visions of Israel
ENGL 3743	Modern Jewish Literature
ENGL 3744	African American Literature
ENGL 3810	ISL Dharamsala: Tibet, Global Citizenship, & Community Literacies
ENGL 3826	Latinx Cultural Studies

### English Education

This concentration is for students who wish to teach English language and literature at the secondary school level.

Please note: Students who want to receive teaching certification upon completion of the BA or to go on for the dual degree option in teacher education must complete all requirements for this concentration by the end of the junior year with a minimum grade point average of 3.0. In their senior year, these students must complete the 40-hour Teacher Education Program. We highly recommend that students in English education confer with the Morgridge College of Education's teacher education department for its recommendations on additional areas students might want or need to cover in their English major.

*Foundations (1000-level courses): Eight (8) credit hours*

- Introductory Topics in English (ENGL 1010): Four (4) credit hours
- Introduction to Creative Writing or Art of Fiction, Poetry, or Drama (e.g., ENGL 1000, 1006, 1007): Four (4) credit hours

*Shakespeare: Four (4) credit hours*

- Examples of such courses include ENGL 2221, 2220.

*English Grammar or History and Structure of the English Language: Four (4) credit hours*

- Examples of such courses include ENGL 2026, 3813.

*Intermediate Creative Writing or Literary Interpretation: Four (4) credit hours*

- Examples of such courses include ENGL 2001, 2010, 2825, 3823

*Core Studies (2000-level courses): Twelve (12) credit hours, in addition to the required Shakespeare, English Grammar/History, and Creative Writing/Literary Interpretation courses above*

*Advanced Studies (3000-level courses): Twelve (12) credit hours, in addition to the required English Grammar/History and Creative Writing/Literary Interpretation courses above*

*Historical Periods Distribution Requirement* ([please see the Courses by Category tab for coursework which meets the Historical Periods Distribution requirement](#))

- All majors must satisfy the department's historical periods distribution requirement, which means that the classes listed above must include at least eight (8) credit hours of coursework that covers material prior to the year 1700 (note: the Shakespeare course above *does count* toward 4 of these credits); eight (8) credit hours of coursework that covers material between the years 1700 and 1900; and eight (8) credit hours of coursework that covers material from the year 1900 and beyond.

*Diversity Distribution Requirement* ([please see the Courses by Category tab for coursework which meets the Diversity Distribution requirement](#))

- All majors must satisfy the department's diversity distribution requirement, which means that *at least three* of the classes above—twelve (12) credit hours—must consist primarily of international and/or ethnic literature.

#### Additional Notes

- English and Literary Arts majors may not take more than twelve (12) credit hours of ENGL courses at the 1000 level. *This includes English 1010 and the other required 1000-level course above.*
- English and Literary Arts majors may not take more than sixty (60) credit hours of ENGL courses.
- In accordance with DU policy, students must earn at least a C- grade in ENGL courses in order for them to count toward the English and Literary Arts major or minor.

## Secondary Major

### Secondary Major

44 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

Students minoring in English must take a minimum of twenty-four (24) credits in English. No more than eight (8) credits may be taken at the 1000 level. At least one course (4 credits) must be from the list of Diversity Distribution courses ([please see the Courses by Category tab for coursework which meets the Diversity Distribution requirement](#)).

Please note that a maximum of twelve (12) hours of transfer or study abroad credit can count toward the English minor. At least twelve (12) credits must be taken at DU.

All transfer and study abroad courses must be approved by the Director of Undergraduate Studies in English and Literary Arts.

Please note that ENGL 2021: Business and Technical Writing and any course in which a student earns lower than a grade of C- will not count toward the English minor.

### Requirements for Distinction in the Major in English and Literary Arts

- English and Literary Arts majors who are required to write a thesis for the University Honors Program or who wish to write a thesis for distinction in the major must:
  - Earn a GPA of at least 3.5 in the English and Literary Arts major.
  - Fill out the Statement of Intent form.

*This Statement of Intent form is available on the department's Portfolio site and must be completed by the student in consultation with the student's faculty thesis advisor. (The thesis advisor need not be the student's academic advisor.) This form must be submitted to the Director of Undergraduate Studies in English by the end of Week nine (9) of the spring quarter of the junior year.*

- Complete the following courses.

*Students who wish to write a critical thesis must complete ENGL 3800: Bibliography & Research (offered in the fall quarter of each year). Students who wish to write a creative thesis must complete at least two (2) Advanced Creative Writing workshops. (Note: Students concentrating in Literary Studies who wish to write a creative thesis must also complete all prerequisites for these Advanced Creative Writing courses.)*

- Write a thesis during the Fall and Winter quarters of the senior year.

*The thesis may take the form of a 40–50-page research essay or a creative project of a length to be determined by the student and the faculty thesis advisor. Each thesis will be read by the student's faculty thesis advisor and one other English faculty member. (Students are responsible for securing their own thesis advisors and second readers.) Written reports and recommendations for distinction from both readers will be returned to the student by week six (6) of the spring quarter of the senior year.*

- Submit a final copy of the thesis with all required revisions and corrections to the Director of Undergraduate Studies in English by week nine (9) of the spring quarter of the senior or final year.

Please contact the Director of Undergraduate Studies (Graham.Foust@du.edu) with any questions.

## BA in English and Literary Arts

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common



Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence	4
AI Society or AI Natural		4 AI Society or AI Natural		4 SI Society	4
ENGL 1010		4 2000-Level ENGL		4 2000-Level ENGL	4
		<b>16</b>		<b>16</b>	<b>16</b>

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence	4
AI Society or AI Natural		4 3000-Level ENGL		4 3000-Level ENGL	4
2000-Level ENGL		4 ENGL Elective		4 ENGL Elective	4
ENGL Elective		4 Minor or Elective		4 Minor or Elective	4
INTZ 2501 <sup>1</sup>		2			
		<b>18</b>		<b>16</b>	<b>16</b>

**Total Credits: 98**

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

## Diversity Distribution

ENGL 2004	Magical Realism in Literature and Cinema	4
ENGL 2061	Global Modernisms	4
ENGL 2070	Postcolonial Literature and Theory	4
ENGL 2104	The Bible as Literature	4
ENGL 2110	The African Imagination	4
ENGL 2130	World Literature	4
ENGL 2302	19th Century British Literature and the Empire	4
ENGL 2350	Early Globalisms	4
ENGL 2544	Globalization and Cultural Texts	4
ENGL 2715	Native American Literature	4
ENGL 2717	African American Writers	4
ENGL 2718	Latina/o Literature	4
ENGL 2722	Asian American Contemporary Literature: Fiction and Nonfiction	4
ENGL 2730	Borderlands Literature	4
ENGL 2741	American Jewish Literature: Immigrant Fiction	4
ENGL 2742	Modern Hebrew Literature in Translation: Against All Odds	4
ENGL 2743	Jewish Humor: Origins and Meaning	4
ENGL 3017	Travel Writing-Fiction & Fact	4
ENGL 3405	Postmodern Visions of Israel	4
ENGL 3742	Jesus in Jewish Literature	4
ENGL 3743	Modern Jewish Literature	4
ENGL 3744	African American Literature	4

ENGL 3810	ISL Dharamsala: Tibet, Global Citizenship, & Community Literacies	4
ENGL 3826	Latinx Cultural Studies	4

## Historical Period: pre-1700

ENGL 2100	English Literature I: Beowulf-Spenser	4
ENGL 2104	The Bible as Literature	4
ENGL 2120	Chaucer-Selected Poetry	4
ENGL 2202	Renaissance Poetry & Prose	4
ENGL 2221	Shakespeare Seminar	4
ENGL 2350	Early Globalisms	4
ENGL 2830	Representations of Women <sup>1</sup>	4
ENGL 3121	Chaucer: Canterbury Tales	4

<sup>1</sup> Course may overlap or be taught across periods or in different periods depending on the instructor.

## Historical Period: 1700-1900

ENGL 2200	English Literature II: Donne-Johnson <sup>1</sup>	4
ENGL 2230	Shakespeare and Film	4
ENGL 2300	English Literature III	4
ENGL 2302	19th Century British Literature and the Empire	4
ENGL 2311	English Novel to 1800	4
ENGL 2401	Blake, Wadsworth and Contemporaries	4
ENGL 2402	Later Romantics	4
ENGL 2700	Foundations of Early American Literature and Culture	4
ENGL 2705	Literature of the American South <sup>1</sup>	4
ENGL 2706	Writing the American West <sup>1</sup>	4
ENGL 2710	American Novel-19th & 20th Century <sup>1</sup>	4
ENGL 2712	American Short Story <sup>1</sup>	4
ENGL 2750	American Literature Survey I	4
ENGL 2751	American Literature Survey II <sup>1</sup>	4
ENGL 2830	Representations of Women <sup>1</sup>	4
ENGL 3402	Early Romantics	4
ENGL 3550	The Literature of Dissent in New England	4
ENGL 3600	American Romantics and Radicals, 1820-1865	4
ENGL 3601	Literature of the Civil War	4
ENGL 3730	Literature and Medicine: Addiction and Modernity	4
ENGL 3821	Literary Criticism: 19th Century-Present <sup>1</sup>	4

<sup>1</sup> Course may overlap or be taught across periods or in different periods depending on the instructor.

## Historical Period: 1900 and Beyond

ENGL 2004	Magical Realism in Literature and Cinema	4
ENGL 2020	Studies in Non-Fiction	4
ENGL 2031	Poetry Since 1945	4
ENGL 2060	Modern and Postmodern Literature	4
ENGL 2070	Postcolonial Literature and Theory	4
ENGL 2090	20th/21st Century City Novels	4
ENGL 2110	The African Imagination <sup>1</sup>	4
ENGL 2130	World Literature	4
ENGL 2544	Globalization and Cultural Texts	4
ENGL 2705	Literature of the American South <sup>1</sup>	4
ENGL 2706	Writing the American West <sup>1</sup>	4

ENGL 2707	Contemporary Literature	4
ENGL 2710	American Novel-19th & 20th Century <sup>1</sup>	4
ENGL 2712	American Short Story <sup>1</sup>	4
ENGL 2715	Native American Literature <sup>1</sup>	4
ENGL 2716	American Poetry	4
ENGL 2717	African American Writers	4
ENGL 2718	Latina/o Literature	4
ENGL 2722	Asian American Contemporary Literature: Fiction and Nonfiction	4
ENGL 2741	American Jewish Literature: Immigrant Fiction	4
ENGL 2742	Modern Hebrew Literature in Translation: Against All Odds	4
ENGL 2743	Jewish Humor: Origins and Meaning	4
ENGL 2751	American Literature Survey II <sup>1</sup>	4
ENGL 2752	American Literature Survey III	4
ENGL 2820	Philosophy and Literature <sup>1</sup>	4
ENGL 2825	Cultural Criticism <sup>1</sup>	4
ENGL 2830	Representations of Women <sup>1</sup>	4
ENGL 2845	Politics and Literature	4
ENGL 2850	Literature of Utopia/Dystopia: Dystopian Fiction	4
ENGL 2855	Speculative Fiction	4
ENGL 3017	Travel Writing-Fiction & Fact <sup>1</sup>	4
ENGL 3405	Postmodern Visions of Israel	4
ENGL 3602	American Realism and Naturalism, 1860-1920	4
ENGL 3618	20th Century British Literature	4
ENGL 3706	Writing the American West <sup>1</sup>	4
ENGL 3711	20th-Century American Fiction	4
ENGL 3730	Literature and Medicine: Addiction and Modernity <sup>1</sup>	4
ENGL 3742	Jesus in Jewish Literature	4
ENGL 3743	Modern Jewish Literature	4
ENGL 3744	African American Literature	4
ENGL 3803	Modernism/Postmodernism	4
ENGL 3810	ISL Dharamsala: Tibet, Global Citizenship, & Community Literacies	4
ENGL 3821	Literary Criticism: 19th Century-Present	4
ENGL 3822	Literary Criticism: 20th Century	4
ENGL 3825	Cultural Criticism	4
ENGL 3826	Latinx Cultural Studies	4

<sup>1</sup> Course may overlap or be taught across periods or in different periods depending on the instructor.

**ENGL 1000 Introduction to Creative Writing (4 Credits)**

Basic techniques of fiction and poetry.

**ENGL 1006 Art of Fiction (4 Credits)**

An introduction to the appreciation of fiction as an art form through practice in interpretation and creation.

**ENGL 1007 Art of Poetry (4 Credits)**

An introduction to the appreciation of poetry as an art form through practice in interpretation and creation.

**ENGL 1008 Art of Drama (4 Credits)**

An introduction to the appreciation of drama as an art form through practice in interpretation and creation.

**ENGL 1009 Art of Creative Non-fiction (4 Credits)**

An introduction to the appreciation of creative non-fiction as an art form through practice in interpretation and creation.

**ENGL 1010 Introductory Topics in English (4 Credits)**

Various topics in literary studies approached at the introductory level.

**ENGL 1110 Literary Inquiry (4 Credits)**

Literary Inquiry introduces students to the variety of ways that poetry, fiction, and/or drama expand our understanding of what it means to be human. Topics vary to engage students in the rewarding process of interpreting the literary art form as a unique cultural expression. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 1200 International Short Fiction (4 Credits)**

This class considers masterpieces of short fiction—stories and novellas—from around the world. Various linguistic communities, national traditions, and historical periods are represented through a wide-range of global texts. One goal of this course is synchronic: to identify significant themes, techniques, and conventions appearing in both western and non-western literary traditions. A second goal of this course is diachronic: to identify key developments in the forms of short fiction. Significant theoretical models are presented to provide a thorough overview of the concept of “world literature” and its associated problems.

**ENGL 1988 Study Abroad Resident Credit (0-18 Credits)****ENGL 2001 Creative Writing-Poetry (4 Credits)**

Techniques and forms of poetry. Prerequisite: an introductory creative writing course.

**ENGL 2002 Creative Writing-Poetry (4 Credits)**

Techniques and forms of poetry. Prerequisite: an introductory creative writing course.

**ENGL 2003 Creative Writing-Poetry (4 Credits)**

Techniques and forms of poetry. Prerequisite: an introductory creative writing course.

**ENGL 2004 Magical Realism in Literature and Cinema (4 Credits)**

This course examines the relationships between human groups and their sociocultural environments through the conjunction of history and alternative ways of seeing/being or magical realism. Our study is region-specific in sociocultural details as well as global in scope and involves the exploration of magical realism as a technique in literature and cinema.

**ENGL 2010 Creative Writing-Fiction (4 Credits)**

Techniques and forms of fiction. Prerequisite: an introductory creative writing course.

**ENGL 2011 Creative Writing-Fiction (4 Credits)**

Techniques and forms of fiction. Prerequisite: an introductory creative writing course.

**ENGL 2012 Creative Writing-Fiction (4 Credits)**

Techniques and forms of fiction. Prerequisite: an introductory creative writing course.

**ENGL 2013 Creative Writing-Fiction (4 Credits)**

Techniques and forms of fiction. Prerequisite: an introductory creative writing course.

**ENGL 2020 Studies in Non-Fiction (4 Credits)****ENGL 2021 Business Technical Writing (3,4 Credits)**

Course open to Colorado Women's College students only.

**ENGL 2026 English Grammar (4 Credits)****ENGL 2031 Poetry Since 1945 (4 Credits)****ENGL 2035 History of Genre-Poetry (4 Credits)****ENGL 2036 History of Genre-Fiction (4 Credits)****ENGL 2040 Introduction to Publishing (4 Credits)**

Through lectures and field trips, students will learn how books get published - with all the steps involved. Cross listed with ENGL 3040, MFJS 3140.

**ENGL 2060 Modern and Postmodern Literature (4 Credits)**

This course will introduce students to two key movements in 20th century literary culture: modernism and postmodernism. Dealing in distinct but related ways with pervasive crises of modernity, these movements continue to exert a tremendous influence over literary culture in the present. In the realms of media and technology, politics, gender and sexuality, among others, modernism and postmodernism both reflected and helped usher in an age of relentless change. While covering this broad terrain, the course will have a different thematic focus each year. Contact the instructor or the Department of English and Literary Arts for details.

**ENGL 2061 Global Modernisms (4 Credits)**

This course examines the nature of global modernisms with examples from different countries or regions and from at least three perspectives: race and gender; markets and empires; and modernism and mass culture. From both a stylistic and thematic point of view, the course also explores the links between some avant-garde movements (such as Cubism, Futurism, Dadaism, Expressionism) and modernism as well as connections between modernism and postmodernism.

**ENGL 2070 Postcolonial Literature and Theory (4 Credits)**

An examination of the phenomenon of postcolonialism, taking into account the ways in which it has been conceptualized. Key interests include the contexts of imperialism and decolonization as well as critical readings of pertinent literature.

**ENGL 2090 20th/21st Century City Novels (4 Credits)**

How do we imagine cities? What do cities, in turn, do to our collective imaginations of belonging, to our sense of self, to our images of the future? The history of 20th and 21st century novels is often the history of how the city is imagined in prose. As new technologies, new ways of connecting, and new flows of money and goods resulted in massive growth of cities from the late 19th century on, how did literature reshape itself in response to the increasing pressure of mass information, and of new forms of imagining the life of the community? Students in this course will encounter the breadth of literature since 1900, with a geographical focus on Britain. Conceptually, the course will focus on how changing modes of urban life alter literary fiction, ideas of subjectivity, and modes of belonging across the century.

**ENGL 2100 English Literature I: Beowulf-Spenser (4 Credits)**

A survey of English literature from the earliest extant texts through works written in the late 16th century, ending with Spenser. Its purpose is to give students a historical grasp of the development and continuity of English literature during the Middle Ages and the 16th century. Old English and most Middle English texts will be read in translation, but Chaucer and Middle English lyrics will be read in the original.

**ENGL 2104 The Bible as Literature (4 Credits)**

The Bible has been one of the most important works in all of Western society. In this course we read the Bible as a masterpiece of literature. Rather than focusing on theological questions about this work as inspired scripture, we instead focus on its rich literary qualities and explore some ways in which these stories have influenced modern society. Reading select passages, we discuss its literary genres, forms, symbols and motifs, many of which are important in literature today. Of the latter, we encounter stories of creation and hero tales, parables, apocalyptic literature, and themes of paradise and the loss of Eden, wilderness, covenant, and the promised land. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2104 and JUST 2104.

**ENGL 2110 The African Imagination (4 Credits)**

Focusing mainly on Africa, this course explores and connects aspects of the African imagination. These aspects include oral performances, thought systems, literature, art, cinema, and critical discourses in different eras and in various places. Studied together, these existential and intellectual signposts provide an expanded insight into African aesthetics from a continental and an interdisciplinary perspective. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2120 Chaucer-Selected Poetry (4 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2130 World Literature (4 Credits)**

A literary journey around the world, the focus of this course includes the study of modern literature from different parts of the world—such as Africa and the Caribbean, Asia and the Middle East, Europe and the Americas. Textual analysis as well as cultural and transnational contexts are emphasized. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2200 English Literature II: Donne-Johnson (4 Credits)**

This course explores the literatures of the 17th and 18th centuries. This 200-year period marks England's transition from a medieval, relatively static society bound by hierarchy, religion and shared cultural values into a restless early-modern society of cities, social mobility, civic unrest, colonies and cosmopolitanism. Students work on understanding genres and styles, the basics of scansion, and the terminologies, methods and ideologies of literary criticism. The course is divided into generic categories.

**ENGL 2202 Renaissance Poetry & Prose (4 Credits)****ENGL 2221 Shakespeare Seminar (4 Credits)**

This course traces Shakespeare's development by looking at representative plays from his early through to his late period and counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2230 Shakespeare and Film (4 Credits)**

An examination of film adaptation and staging of Shakespeare's plays. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2300 English Literature III (4 Credits)**

A survey of British literary works and contexts from the 19th century onwards. The course will include selected readings of British and Anglophone Romantic, Victorian and Modern writers across multiple genres. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2302 19th Century British Literature and the Empire (4 Credits)**

The coronavirus pandemic has intensified our focus on globalization, giving renewed urgency to matters such as human rights, racism, migration, citizenship, hospitality, and cultural difference. This course approaches these questions by looking at various reflections on globalization and "empire." While reading literary works in the nineteenth century, when the British empire extended its reach and control over literally every time zone, we also put them in dialogue with contemporary reports, databases, and fiction. We ask: How did nineteenth-century British and Anglophone authors react to issues directly relevant to and caused by imperial expansion and globalization? And how have their reflections shaped the way we think about power and inequality today? Apart from writers frequently taught in courses on British literature, we will also read British authors who are, ironically, often not classified under "British" (such as Mary Prince, an abolitionist born a slave in Bermuda, and Mary Seacole, also a woman of color, who traveled widely and served as a military nurse during the Crimean War). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2311 English Novel to 1800 (4 Credits)****ENGL 2350 Early Globalisms (4 Credits)**

A study of the commonalities and connections among cultures and texts across the world from the medieval and early modern periods. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2401 Blake, Wordsworth and Contemporaries (4 Credits)**

The first generation of British Romantic writers came of age during a time of revolution (American, French, Haitian). The inheritors of radical eighteenth-century ideas about natural rights, the first-generation Romantics found optimism in human feeling as well as human reason. They believed that the capacity for sympathy and lyrical transport would lead to a new, benevolent society, but their belief in social progress was checked by revolutionary violence and the rise of a hyper-rationalism that seemed more dangerous than the superstition it was meant to replace.

**ENGL 2402 Later Romantics (4 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2544 Globalization and Cultural Texts (4 Credits)**

The focus of this course is on theory (drawn from the social sciences) of how cultures worldwide may be increasingly internationalized through the powerful effects of globalization and on cultural texts that present the human and aesthetic faces of globalization, as seen through literature and film, with particular reference to India, the United Kingdom, South Africa, and Japan. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2700 Foundations of Early American Literature and Culture (4 Credits)**

Introduction to foundational narratives and culturally formative ideas in North American literary history from the era of discovery and the beginnings of colonialization to the Civil War. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2703 Topics in English: International Literature (1-4 Credits)**

Topics in literature reflecting an array of trends, aesthetic movements, historic periods, and discursive forms of International literary discourse produced by authors from outside the USA and the United Kingdom. These topics courses will count toward the diversity/distribution attribute within the English major curriculum.

**ENGL 2704 Topics in English: Ethnic American Literature (1-4 Credits)**

Topics in literature reflecting an array of trends, aesthetic movements, historic periods, and discursive forms focused on ethnic American literary discourse. These courses count toward the diversity/distribution attribute within the English curriculum.

**ENGL 2705 Literature of the American South (4 Credits)**

An introductory course on the literature emanating from the American south. Texts may include fiction, poetry, drama, and non-fiction primarily spanning the 18th through the 21st century.

**ENGL 2706 Writing the American West (4 Credits)**

An introductory course on the literature emanating from the American west. Texts may include fiction, poetry, drama, and non-fiction spanning the 19th through the 21st century.

**ENGL 2707 Contemporary Literature (4 Credits)**

The course surveys contemporary books. The novel has never been a coherent genre, but especially since the 1960s its features, in some practitioners, have begun to resemble history, anthropology, poetry, science writing, or all of these. The course will include readings from Asia, South America, Europe and North America.

**ENGL 2708 Topics in English (1-4 Credits)****ENGL 2709 Topics in English (1-10 Credits)****ENGL 2710 American Novel-19th & 20th Century (4 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2711 20th Century American Fiction (4 Credits)**

Students read, evaluate and discuss the genre of the American immigrant novel. Topics include how this is a uniquely American literary form and what it says about life in America; the similarities and differences in how ethnic groups understand their experiences; how language and narrative techniques are used to convey the life of a new immigrant; how the experiences of men and women differ; how the immigrant novel has evolved as a literary genre. The readings will be analyzed as a means to consider how the immigration novel in America became a genre that expressed a variety of topics related to the American experience. The class will consider how these works helped to shape and define what it meant to be an American, and how that definition has changed over the last 100 years.

**ENGL 2712 American Short Story (4 Credits)**

Wide range of American short stories, quintessential American genre, from the early 19th century to present.

**ENGL 2715 Native American Literature (4 Credits)**

Native American Literature explores the relationships between contemporary Native American narratives and Native American oral traditions. We will examine the intellectual underpinnings of Native American literary expressions, focusing on tribally specific Native American concepts of language, perception, and process in relation to Native cultural and political survival. This course aims to celebrate Native American cultural expression through lectures and discussion, group work and intellectual exercises.

**ENGL 2716 American Poetry (4 Credits)**

This course examines American poetry by way of historical, thematic, and/or formalist approaches. Possible topics could include: post-WWII poetry, the New York School, Self and Other in American Poetry, Language poetry, etc.

**ENGL 2717 African American Writers (4 Credits)**

Defines, describes and analyzes the African-American aesthetic.



**ENGL 2718 Latina/o Literature (4 Credits)**

This course surveys U.S. Latina/Latino literature, with an emphasis on groups of Caribbean, Central American, Mexican, and South American descent. Representative readings will introduce the field's major critical trends, themes, genres, works, and writers. Social, historical, and political topics for investigation may include border theory, experiences of diaspora and im/migration, mestizaje, pan-latinidad, bildungsroman, labor, gender and sexuality, and language. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2722 Asian American Contemporary Literature: Fiction and Nonfiction (4 Credits)**

This course surveys contemporary Asian American literature with a focus on fiction and nonfiction. By examining a range of texts from the past fifty years to the present, we will discuss critical concerns such as identity, the politics of representation, gender, class, and immigration and assimilation. A selection of memoirs, essays, short stories, novels, and graphic novels will help us expand our notion of Asian American literature, and our sense of what it is, who it's for, and its forms and aesthetics. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2730 Borderlands Literature (4 Credits)**

This course introduces students to literature and stories about regions and spaces defined by borders, especially the U.S.-Mexico borderlands. The course engages with narratives that map the flows and fortifications of people and commodities, interrogate the politics of immigration, navigate the disputes over natural resources, and/or feature different contact zones or forms of encounter.

**ENGL 2741 American Jewish Literature: Immigrant Fiction (4 Credits)**

This course surveys over 100 years of American Jewish immigrant narratives beginning with the great exodus of Eastern European and Russian Jewry at the end of the 19th century and ending with recent arrivals from Israel and the former U.S.S.R. Canonical works by central authors reveal the great successes of Jewish immigrants alongside their spiritual failures. A selection of memoir, novels, short stories, and poetry in English and in translation from Hebrew and Yiddish demonstrate the multilingual character of the Jewish experience in America. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2741.

**ENGL 2742 Modern Hebrew Literature in Translation: Against All Odds (4 Credits)**

This course offers a survey of some of the most significant works of modern Hebrew literature available in translation. Students will consider how the development of Hebrew literature has contributed to the formation of contemporary Israeli identity, and how the conflicts that define the turbulent history of Israel are treated in works by canonical authors. The selection of diverse voices and literary materials exposes students to the social, political, and historical changes wrought by the rise of modern day Israel. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2742.

**ENGL 2743 Jewish Humor: Origins and Meaning (4 Credits)**

Writers, scholars, and comedians all claim to locate an identifiable strain of "Jewish humor" running from the Bible through to today's literary humorists and provocative stand-up comics. This course takes humor seriously in an effort to reveal the development of "Jewish humor" in American from a comparative context. But is there such a thing as Jewish humor? And if so, what are its sources and characteristics? Does it exist across cultures and in different linguistic communities? Through lectures, discussion, exercises and papers, students gain a broad understanding of the history, psychology, and philosophy of humor as it relates to Jewish arts and letters in America. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is cross-listed with JUST 2743.

**ENGL 2750 American Literature Survey I (4 Credits)**

First part of American survey; introduction to major authors and genres.

**ENGL 2751 American Literature Survey II (4 Credits)**

Second part of American survey; further examination of major authors and genres.

**ENGL 2752 American Literature Survey III (4 Credits)**

A survey of American literature, including representative works of fiction, poetry and drama from the 1930s to the present.

**ENGL 2815 Studies in Rhetoric (4 Credits)****ENGL 2816 Advanced Writing (4 Credits)**

This class gives each student the opportunity to explore the humanities in an area of his or her particular interest. A research methods and writing course, this class guides students through the research and writing process from preliminary research to methodology to prospectus to drafting and finally revision. Class sessions operate as directed writing workshops, with students discussing their research and writing strategies. The final product of the course is a 15-page research essay on a subject of the student's choice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2820 Philosophy and Literature (4 Credits)**

Hermeneutics, sometimes called "the art of interpretation," offers us the opportunity to explore strategies of engagement and exegesis that seeks to observe, question, and celebrate the ways in which we read and write the world. By bringing critical and creative inquiry to bear on the event of interpretation itself we can consider the ethical implications of how we deal with our individual identities as well as our collective, national, and global identities. In this course we pose big questions—What are we talking about when we talk about existence? What does it mean to have a body? How does desire and memory construct history and identity? Walking these questions through a variety of literary and philosophical texts and artistic lenses, we consider how "the creative" (writing, the literary) performs, becomes, and is "the critical" and vice-versa. Students should be prepared to write, read, and participate in discussion.

**ENGL 2825 Cultural Criticism (4 Credits)**

This course will introduce students to some of the major moments in the development of cultural studies and will show how the discipline "works" to make sense of culture at large. Cross listed with ENGL 3825.

**ENGL 2830 Representations of Women (4 Credits)**

Consideration of images presented of and by women in works of English and American literature from Middle Ages to present. Cross listed with GWST 2830.

**ENGL 2845 Politics and Literature (4 Credits)****ENGL 2850 Literature of Utopia/Dystopia: Dystopian Fiction (4 Credits)**

This course addresses the concurrent and interrelated themes of utopian and dystopian thought and their primary expression through 20th and 21st century literary texts. As such, it critically engages and interrogates relationships between knowledge and power, and freedom and oppression that have long been expressed in world literature. At its core, utopian/dystopian literatures are always in conversation with historical, social, and cultural thought, expressing anxiety towards the relationship between social structures and institutions with the individuals and the imposition of coercive power. Texts addressed in this course include those by a range of diverse writers from Plato and Thomas More, to Charlotte Perkins Gilman, Yevgeny Zamyatin, Aldous Huxley, George Orwell, Albert Camus, Ray Bradbury, Margaret Atwood, Philip K. Dick, Octavia Butler, Claire G. Coleman, etc. \*In some years this course may count for international literature under the diversity/distribution attribute in the English curriculum. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2855 Speculative Fiction (4 Credits)**

This course explores topics in speculative fiction. Speculative fiction encompasses a wide range of genres, contexts, and forms, from science fiction to alternative history to futurity. Topics might include apocalypse, cyberpunk, space-time, revolution, new communities, cyborgs and robotics, worldmaking, Afrofuturism, Chicanafuturism, or theories of possibility in different forms of fiction. All ask us to consider the role of imagination and speculation in fiction. Each iteration of this course will be designated with a specific topic, repeatable only under a new topic.

**ENGL 2980 Internship in English (1-5 Credits)**

This course provides academic credit for off-campus internships in fields related to the English major. One paper is required at the end, articulating how the internship complemented the student's studies in English. Requires approval by director of undergraduate studies in English.

**ENGL 2988 Study Abroad Resident Credit (0-18 Credits)****ENGL 3000 Advanced Creative Writing-Poetry (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3001 Advanced Creative Writing-Poetry (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3002 Advanced Creative Writing-Poetry (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3003 Advanced Creative Writing-Poetry (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3010 Advanced Creative Writing-Fiction (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3011 Advanced Creative Writing-Fiction (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3012 Advanced Creative Writing-Fiction (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3013 Adv Creative Writing-Fiction (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3015 Advanced Creative Writing: Non-Fiction (4 Credits)****ENGL 3017 Travel Writing-Fiction & Fact (4 Credits)**

A study of European, American and other narratives of travel. This course examines relevant postcolonial and literary theories of travel and nationhood.

**ENGL 3040 Introduction to Publishing (4 Credits)**

Cross listed with ENGL 2040, MFJS 3140.

**ENGL 3121 Chaucer: Canterbury Tales (4 Credits)**

Life, culture, language and literary trends of Chaucer's age as reflected in "The Canterbury Tales".

**ENGL 3320 Oral Literature and Orality in Literature (4 Credits)**

The term "oral literature" generally refers to narratives and poems (including songs) performed and disseminated orally from one generation to the other. Oral literature is, in some respects, the foundational 'text' of written literature. The questions that we explore in this course include: How did oral literature develop, and what are the characteristics? How has oral literature been shaped by time and place? How is it distinct from as well as related to written literature? To answer these questions, we explore different forms of oral literature and also study the use of orality in written literature. Our studies involve the examination of material and texts from different parts of the world.

**ENGL 3402 Early Romantics (4 Credits)****ENGL 3405 Postmodern Visions of Israel (4 Credits)**

This course investigates how representation of Israel as a modernist utopia have been replaced in contemporary literature with images of Israel as a dystopia. The class discusses the historical context that gave rise to visions of an idealized Israel, and the role the Hebrew language played in consolidating and connecting narration to nation. Next the class considers how belles-lettres from recent decades have reimagined Israel as a series of multilingual "multiverses." A selection of fiction translated from Hebrew forms the core of class reading. Theoretical exploration of postmodernism help us conceptualize the poetics of postmodern literature. No knowledge of Israeli history or Jewish culture is necessary to succeed in this course. Cross listed with JUST 3405.

**ENGL 3525 Sexuality and Textuality (4 Credits)**

This course explores literary, cultural, and theoretical texts that question and challenge concepts of gender and sexuality. Topics include gender roles and expectations, gender performance, the body, pleasure/desire, subject-object dynamics, queer and trans identities, and/or resistance to the normative. Particular attention will be given to texts and theories that intersect issues of gender and sexuality with questions of race, ethnicity, and marginalized subjectivities.

**ENGL 3550 The Literature of Dissent in New England (4 Credits)**

This course investigates writings related to various forms of dissent in New England, from 1630 to 1860. It focuses on moments of crisis such as the Antinomian Controversy, the Salem witchcraft trials, the Great Awakening, the Miracles Controversy, and the reaction to the Compromise of the 1850, among others. Related topics include the development of individualism, the lives and roles of early American women, the presence and influence of slavery on conceptions of reform, and the role of religion in the formation of political and social dissent.

**ENGL 3600 American Romantics and Radicals, 1820-1865 (4 Credits)**

This course covers the period of religious, philosophical, social, and political reform that runs from 1820 to the beginning of the Civil War. Focus will be on romantic ideas about nature, self-reliance, etc., as well as the contexts that surround and nurture these ideas, such as utopian social reform, the women's rights movement, abolition, temperance, and various health movements. Authors include Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Margaret Fuller, Frederick Douglass, and others.

**ENGL 3601 Literature of the Civil War (4 Credits)**

Historically based survey of literature related to the American Civil War. Includes works by such authors as Harriet Beecher Stowe, Frederick Douglass, Walt Whitman, Herman Melville, Emily Dickinson, Louisa May Alcott, and others.

**ENGL 3602 American Realism and Naturalism, 1860-1920 (4 Credits)**

This course addresses the period of post-Civil War American writing characterized by aesthetic theories that react against Romanticism and attempt to incorporate scientific (particularly Darwinian) thinking into artistic representation. It will present the development of these approaches in the historical contexts of Reconstruction, the Gilded Age, and the Progressive Era. Authors will include Mark Twain, Henry James, Frank Norris, Stephen Crane, William Dean Howells, Charles Chesnut, Kate Chopin, Sarah Ornes Jewett, and others.

**ENGL 3618 20th Century British Literature (4 Credits)**

This course will explore the dramatic changes in culture and society that took place between the death of Queen Victoria and the start of the new millennium. The twentieth century transformed Britain from the center of a commercial and military Empire "on which the sun never set" to a multicultural island nation coming to terms with its colonialist past and seeking to redefine its place in the world. The same period also saw continual redefinitions of the concept of Britishness as the outcome of struggles over women's rights, anticolonial and antiracist movements, LGBTQ+ activism, and workers' demand for better conditions and the right to organize. These social changes emerged simultaneously with transformative effects of new media and transportation technologies.

**ENGL 3703 Advanced Topics in English: International Literature (1-4 Credits)**

Advanced topics in literature vary reflecting an array of specialized trends, aesthetic movements, historic periods, and discursive forms of international literary discourse produced by authors outside the USA and the United Kingdom. These advanced studies topics courses will count toward the diversity/distribution attribute within the English curriculum.

**ENGL 3704 Advanced Topics in English: Ethnic American Literature (1-4 Credits)**

Advanced topics seminars in literature reflecting an array of trends, aesthetic movements, historic periods, and discursive forms of ethnic American literary discourse. These courses will count toward the diversity/distribution attribute within the English major curriculum.

**ENGL 3706 Writing the American West (4 Credits)**

Explores historical and contemporary writing produced in and about the American West.

**ENGL 3707 Posthumanism (4 Credits)**

As the term "posthumanism" suggests, the consideration of what may come 'after' or exist 'beyond' the conventional understanding of what it means to be human lies at the center of this emergent critical perspective. The literary and philosophic engagement with the complicated set of ideas around these questions call for a reevaluation of the notion of the corporeal human subject and a reconsideration of the limits of the human mind. Posthuman thought shifts the focus to a consideration of the ways in which embodiment and thinking are positioned in relation to technological advancements in fields as disparate as robotics, cybernetics, and artificial intelligence to bioengineering and genetics. Given the issues under consideration, ideas emerging from sci-fi, speculative fiction, cyberpunk and contemporary philosophy have long been at the center of posthumanism, while also reflecting in classic works from Pliny's *Historia Naturalis*, Julien Offray de La Mettrie's *L'homme Machine* (Man a Machine) and Mary Shelley's *Frankenstein*, as well. Drawing on such a discursive foundation of works from around the world, our primary focus will be on texts produced by writers, thinkers and artists who best expand the possibilities and questions at the center of posthumanism, including Karel Čapek, Isaac Asimov, Stanisław Lem, Philip K. Dick, William Gibson and Shirow Masamune and Kazuo Ishiguro, with Hajime Sorayama, Donna J. Haraway, Manuel De Landa and N. Katherine Hayles. From this provocative (and evocative) foundation, this course will explore some of the most vital questions emerging out of posthumanism from innovations in robotics, computer technology and artificial intelligence, to ongoing developments in genetic modification, biomechanics, astrobiology and transgenic art.

**ENGL 3711 20th-Century American Fiction (4 Credits)**

Fiction, poetry, drama, and non-fiction on selected themes by 20th and 21st century American writers. Topics for study may include issues related to regionalism, ethnicity and gender, as well as specific social and historical concerns.

**ENGL 3730 Literature and Medicine: Addiction and Modernity (4 Credits)**

This course introduces students to accounts of substance use and addiction from the nineteenth century through the present day. We will examine canonical and contemporary literary texts, medical writings, visual representations, smartphone applications, and films alongside topics such as liberalism, inequality, imperial expansion, consumerism, "digital drugs," and the pathologization of addiction. We will consider our readings in light of the following questions: What role do substance use and addiction play in constructing the modern self and society? What can representations of addiction teach us about our relationship with the external world? How does addiction act as a metaphor, a narrative device, or even a political sign? How do gender, class, and race affect narratives of addiction? How do accounts of addiction interact with philosophical texts, medical treatises, and imperial and colonial discourses? In addition to writing critical essays, students will evaluate smartphone addiction treatment apps and devise a creative project on a topic relevant to this course.

**ENGL 3731 Topics in English (1-4 Credits)****ENGL 3732 Topics in English (1-4 Credits)****ENGL 3733 Topics in English (1-4 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**ENGL 3742 Jesus in Jewish Literature (4 Credits)**

This course surveys literary depictions of Jesus in Jewish literature. Readers are often surprised to learn that throughout the twentieth century and into the twenty-first century, major Jewish writers have incorporated the figure of Jesus of Nazareth into their work. This class explores the historical, aesthetic, and spiritual reasons for the many Jewish literary representations of Jesus and of his literary foil, Judas. A selection of materials including short stories, poems, novels, scholarly essays and polemics in English and in translation from Hebrew and Yiddish demonstrate the depth of Jewish literary culture's engagement with Jesus' life and teachings. Among the many writers we will read are: S.Y. Agnon, Sholem Asch, Uri Zvi Greenberg, Haim Hazaz, Emma Lazarus, Amos Oz, Philip Roth, and L. Shapiro. Ultimately, this class will consider how literary representations of Jesus can destabilize perceived distinctions between Jews and Christians. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course is cross-listed as JUST 3742.

**ENGL 3743 Modern Jewish Literature (4 Credits)**

Stories, novels and memoirs by 20th-century Jewish writers; consideration of issues of generation, gender and idea of Jewish literature as a genre. Cross listed with JUST 3743.

**ENGL 3744 African American Literature (4 Credits)**

This course examines fiction, poetry, autobiography, and drama by African American writers, with strong consideration on the socio-historical conditions that gave rise to and continue to inform this literary tradition.

**ENGL 3800 Bibliography/Research Method (4 Credits)****ENGL 3803 Modernism/Postmodernism (4 Credits)****ENGL 3810 ISL Dharamsala: Tibet, Global Citizenship, & Community Literacies (4 Credits)**

ISL Dharamsala presents DU students with the unique opportunity to study international community literacies as a practical component of global citizenship through service-learning placements and study in Dharamsala, India. Home of the Dalai Lama and the Tibetan government-in-exile, Dharamsala is a multi-generational community located in the northern Indian foothills of the Himalayas. During fall quarter, students will study community literacies in the practice of global citizenship and service while immersed in the geo-political, religious, and other contexts experienced by Tibetans in exile. During their time in Dharamsala, cultural immersion and a service-learning placement will give students insight into the complexities of social justice issues and cultural nuances they have been studying and provide opportunities to contribute to local and global society through informed and reflective practice. This course is cross-listed with WRIT 3810.

**ENGL 3813 History and Structure of the English Language (4 Credits)**

A composite course studying both the structure of modern English and the history of the English language.

**ENGL 3815 Studies in Rhetoric (4 Credits)**

This course will examine the history and principles of rhetoric and how they pertain to theory and practice in the field of composition and rhetoric.

**ENGL 3817 History of Rhetoric (4 Credits)****ENGL 3818 Composition Theory (4 Credits)****ENGL 3819 Old English (4 Credits)**

This class introduces students to Old English grammar, prose, and poetry. This course is a prerequisite for ENGL 3200.

**ENGL 3821 Literary Criticism: 19th Century-Present (4 Credits)****ENGL 3822 Literary Criticism: 20th Century (4 Credits)**

Critical methods and philosophies of 20th-century critics; their relationship to traditions.

**ENGL 3823 Interpretation Theory (4 Credits)****ENGL 3825 Cultural Criticism (4 Credits)**

Cross listed with ENGL 2835.

**ENGL 3826 Latinx Cultural Studies (4 Credits)**

This course introduces students to cultural texts and theories by U.S. Latinx subjects and asks students to consider various forms of cultural and critical methodologies.

**ENGL 3852 Topics in Poetics (4 Credits)****ENGL 3900 Senior Seminar (4 Credits)**

The Senior Seminar is a deep, investigative course that takes students into a specific, usually narrow topic within a subject field. Such courses emphasize the further, more complex application of skills introduced in the department's "Introduction to the Major" course. Faculty are encouraged to develop connections between theory and practice and provide an intense, challenging intellectual experience for senior English majors. Students should have taken ENGL 1010 and be in their final year of study before taking this course.

**ENGL 3982 Writers in the Schools (2,4 Credits)**

This course operates mostly "in the field." Following the models of California Poets in the Schools and Teachers & Writers Collaborative, students are in training with a poet-in-residence, observing him as he conducts a residency in a public school. In addition, we have our own meetings to discuss pedagogy, classroom practices and management, teacher-writer relations, and all other necessary logistical planning. Placement in public schools is facilitated by Denver SCORES, an education program dedicated to increasing literacy in Denver's at-risk school population. For those wishing to work with middle or high school students, or in other community settings (e.g., homeless or women's shelters), special arrangements can be made. This course is a collaborative effort between CO Humanities, Denver SCORES, and the University of Denver.

**ENGL 3988 Study Abroad Resident Credit (0-18 Credits)****ENGL 3991 Independent Study (1-17 Credits)****ENGL 3995 Independent Research (1-10 Credits)**

## Finance

Office: Daniels College of Business, Room 555

Mail Code: 2101 S. University Blvd. Denver, CO 80208

Phone: 303-871-3322

Web Site: <https://daniels.du.edu/finance/bachelors/>

The program in finance is a broad area of study directed toward the financial elements of business organizations, focusing on investments, corporate finance, financial institutions and international finance. Courses in these areas prepare students for careers in business finance, investments, financial institutions, and wealth management.

## Major

### Bachelor of Science in Business Administration Major Requirements

(185 credits required for the degree (p. 98))

Minimum of 36 credits. Requirements include the following:

Code	Title	Credits
<b>Required Courses</b>		
FIN 3110	Financial Institutions	4
FIN 3200	Corporate Financial Problems	4
FIN 3300	Investments	4
FIN 3410	Multinational Financial Management <sup>1</sup>	4

ACTG 3220	Understanding Financial Statements	4
<b>16 hours of 3000-level FIN electives</b>		<b>16</b>
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> Finance majors completing a double major in International Business will have FIN 3410 count toward their International Business major requirements only. Select an approved course substitution for Finance major requirements in consultation with a Daniels advisor.

<sup>2</sup> If pursuing the CFP® Certification Financial Planning Education Program, take the following courses as part of FIN electives:

- FIN 3030 Personal Finance (4 credits)
- FIN 3060 Life Cycle Financial Planning (4 credits)
- FIN 3090 Wealth Management (4 credits)

## Minor

### Minor Requirements

The Finance minor is available only to students pursuing a major in the Daniels College of Business.

16 credits, including the following:

Code	Title	Credits
<b>Required Courses</b>		
FIN 3110	Financial Institutions	4
FIN 3200	Corporate Financial Problems	4
FIN 3300	Investments	4
<b>Elective</b>		
Any 3000-level FIN elective <sup>1</sup>		4
<b>Total Credits</b>		<b>16</b>

<sup>1</sup> Some Finance courses have additional prerequisites. International Business majors pursuing a minor in Finance cannot count FIN 3410 toward both major and minor requirements simultaneously. Instead, a different FIN prefix course will be required for this elective.

### Requirements for Distinction in the Major in Finance

Upon reaching 90 credit hours completed, students with a 3.50 cumulative GPA or higher, and a 3.85 Daniels GPA or higher, are invited to either create a portfolio of in-depth business experiences or to write a thesis to earn Distinction. See Daniels Undergraduate Programs or faculty in the department for more information.

### Finance

This course plan is a sample schedule. Individual course plans will vary based on incoming transfer credit, admission path to Daniels, prerequisites, availability of courses, minors, and other scheduling factors. Please meet with your Daniels academic advisor to develop an individual graduation plan for your specific needs.

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
MATH 1200 <sup>1</sup>	4	INFO 1010	4	INFO 1020	4
BUS 1440	4	ECON 1020 <sup>3</sup>	4	MGMT 2100	4
Common Curriculum Course <sup>2</sup>	4	Common Curriculum Course <sup>2</sup>	4	Common Curriculum Course <sup>2</sup>	4
		BUS 1099	0		
		<b>16</b>	<b>16</b>	<b>16</b>	

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
ACTG 2200	4	FIN 2800	4	ACTG 2300	4
BUS 3000	4	INFO 2020	4	BUS 2099	0
LGST 2000	4	MKTG 2800	4	FIN 3110	4
Common Curriculum Course <sup>2</sup>	4	Common Curriculum Course <sup>2</sup>	4	FIN 3200	4



	INTZ 2501 <sup>4</sup>		1-2 Common Curriculum Course <sup>2</sup>		
	16		17-18		16
<b>Third Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Study Abroad	16	MGMT 3000	4	ACTG 3220	4
Elective		FIN 3300	4	Common Curriculum Course	
		FIN 3410	4	FIN Elective	4
		Elective	4	BUS 3800	4
		BUS 3099	0		
	16		16		12
<b>Fourth Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Common Curriculum Course		4 FIN Elective <sup>5</sup>	4	Advanced Seminar (ASEM)	4
FIN Elective <sup>5</sup>		4 Common Curriculum Course	4	FIN Elective <sup>5</sup>	4
Elective		4 Elective	4	Elective	4
Elective		4 Elective	4		
	16		16		12
<b>Total Credits: 185-186</b>					

<sup>1</sup> MATH 1200 fulfills requirements for Analytical Inquiry: The Natural and Physical World.

<sup>2</sup> Common Curriculum Requirements (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>): Students are encouraged to complete Language and Scientific Inquiry: The Natural and Physical World sequences earlier in their studies; choose one for year 1 and the other for year 2.

<sup>3</sup> ECON 1020 fulfills half the requirements for Scientific Inquiry: Society and Culture.

<sup>4</sup> INTZ 2501 Exploring Global Citizenship is required for any student who studies abroad and may be taken in any quarter within the year prior to studying abroad.

<sup>5</sup> If pursuing CFP® Certification Financial Planning Education Program, take the following FIN electives: FIN 3030 Personal Finance, FIN 3060 Life Cycle Financial Planning, and FIN 3090 Wealth Management.

#### **FIN 2800 Financial Decision Making (4 Credits)**

Basic financial principles and analytical skills including ratio analysis, breakeven analysis and leverage, net present value, internal rate of return, and standard forecasting techniques. Prerequisites: ACTG 2200 and admission to Daniels.

#### **FIN 3030 Personal Finance (4 Credits)**

This course provides an overview of topics that are critical to lifetime personal financial planning, which is especially important as a college student and young professional. Main topics in this course include: Principles of Taxation, Basics of Estate Planning, Lifetime Asset Allocation, Principles of Insurance, Proper Debt Management, the Real Estate Housing Decision and College Financial Planning. Prerequisite: FIN 2800 or permission of the instructor.

#### **FIN 3060 Life Cycle -Financial Planning (4 Credits)**

This course is one of the intermediate courses for the wealth management track. Students who are interested in pursuing the Certified Financial Planner™ designation should take this course. Study will focus on several aspects of personal financial planning: goals, cash management, budgeting, investing, taxation and estate management. Prerequisite: FIN 3030.

#### **FIN 3090 Wealth Management (4 Credits)**

This course covers topics such as the Financial Planning Process, Insurance Basics, Investment Basics and Strategies, Retirement Planning, and Estate Planning. We are pleased to work with the College for Financial Planning (CFFP), located in Denver, to provide instruction from their "The Foundations of Financial Planning" program. This course can lead to the Financial Paraplanner Qualified Profession™, which will be a valuable addition to your resume.

#### **FIN 3110 Financial Institutions (4 Credits)**

FIN 3110 provides a comprehensive analysis of financial institutions and how they operate within the markets. Topics include the management of commercial banks and other financial institutions and their relationship to money and capital markets. Keeping up with current events is integral to this course, as the course evolves alongside current events. Prerequisites: C- in FIN 2800.

#### **FIN 3120 Commercial Bank Management (4 Credits)**

This course attempts to study the changing environment within which banks operate and develop solutions to current bank management problems. FIN 3120 is designed for students who want to learn more about the commercial banking industry, the impact of the economic environment, managing interest rate risks, services provided, changing regulations, and the vast array of current challenges facing the industry. Prerequisite or Co-requisite: FIN 3110.

**FIN 3150 Advanced Business Valuation (4 Credits)**

Business valuation is at the heart of intelligent decision-making in many areas of finance and business -corporate finance, investment banking, private equity, venture capital, investment management, entrepreneurial finance, estate planning, and financial litigation. This course covers the advanced topics related to business valuation in both a conceptual and practical framework. Students will be exposed to sound practices and the latest developments in valuation at the core of financial professions.

**FIN 3200 Corporate Financial Problems (4 Credits)**

This course is an advanced study of the theory, concepts, and techniques applied in managerial finance. The major focus will be on how managers of corporations create value for their shareholders through asset investment decision, such as capital investment decisions and lease or buy decisions. This course aims to use the application of corporate financial theory in "real world" problems and uses Excel spreadsheets, Excel solver, as well as financial calculators. Prerequisite: FIN 2800.

**FIN 3210 Corporate Financial Theory (4 Credits)**

This course provides an expansion to FIN 3200 to include mergers and acquisitions, risk analysis, valuation and capital structure, corporate financial planning, and financial applications of decision theory. Prerequisite: FIN 3200.

**FIN 3230 Entrepreneurial Finance (4 Credits)**

FIN 3230 focuses on the financial aspects of small and emerging businesses. This course places an emphasis on the new enterprise, funds acquisition and valuation. Upon completion of FIN 3230, students will be able to differentiate between the challenges faced by small businesses compared to large businesses, describe stages of development of a business, calculate the value of an emerging business, among other topics. Prerequisite: FIN 3200.

**FIN 3300 Investments (4 Credits)**

This course provides a survey of marketable securities, markets, regulation, and risk and return measurement alongside an introduction to fundamental and technical analysis. This is an introductory investment course that will provide a sound basis for making and evaluating investment decisions. This course is essential for students who want to become investment professionals, but it will also help with personal investing. Prerequisite: FIN 2800.

**FIN 3310 Equity Analysis (4 Credits)**

FIN 3310 is an advanced course that focuses on the analysis of equity securities. The curriculum is primarily derived from the Candidate Body of Knowledge (CBOK) from the Chartered Financial Analyst® (CFA) Program. The CFA Institute regularly surveys practicing investment experts to develop a CBOK that reflects the knowledge, skills, and abilities of a generalist investment practitioner with four years of experience. Prerequisite: FIN 3300.

**FIN 3330 Equity Portfolio Management (4 Credits)**

This course is designed to give students an introductory understanding of the portfolio management process including concepts related to defining an investment philosophy and portfolio objectives, how to translate it into a suitable, realistic and disciplined investment strategy, understand the various methods used to construct portfolios and discuss implementation related issues, as well as measuring and analyzing portfolio performance and risk exposures. Practical implementation of this process will be done in the context of an equity portfolio but other asset classes will be discussed.

**FIN 3340 Fixed Income Securities (4 Credits)**

Fixed income markets are huge and constantly growing. In order to succeed in the financial profession, it has never been more important to understand how these markets work. Additionally, understanding the many factors at play in the fixed income market will develop your skills that are applicable to all areas of investments and risk management as well as greatly improve your understanding of how some of the most significant financial institutions work. Prerequisite: FIN 3300.

**FIN 3360 Analysis of Derivatives (4 Credits)**

The objective of this course is to provide a theoretical foundation for the pricing of contingent claims and for designing risk-management strategies. It is intended for students who have a more quantitative background and are interested in enhancing their knowledge of the way in which derivatives can be analyzed. This course covers: option pricing models, hedging techniques, trading strategies, portfolio insurance, value-at-risk measure, multistep binomial trees to value American options, interest rate options, and other exotic options. Prerequisites: FIN 3300.

**FIN 3410 Multinational Financial Management (4 Credits)**

This course provides a survey and analysis of financial management within an international arena. It covers Eurodollars, Euromarkets, and foreign currencies. Prerequisite: FIN 2800.

**FIN 3500 Financial Modeling (4 Credits)**

FIN 3500 focuses on the construction and development of financial models from corporate finance, investments, and financial markets. It is intended for students who have basic familiarity with Excel, but are not necessarily familiar with R. The course addresses advanced topics such as pro-forma modeling in Excel and uncertainty modeling and portfolio optimization using R. Prerequisite: C- in FIN 2800.

**FIN 3610 Financial Forecasting (4 Credits)**

This course focuses on methods of forecasting both economic and financial variables. Emphasis will be placed on techniques used by business and forecasters. Cross listed with STAT 3620, STAT 4783. Prerequisite: FIN 2800.

**FIN 3700 Topics in Finance (0-4 Credits)**

Exploration of various topics and issues related to finance. Prerequisite: FIN 2800.

**FIN 3710 Reiman Fund I (4 Credits)**

This course is a practical portfolio management class designed to cover the major areas of the investment management lifecycle. This course focuses heavily on learning and using leading industry data and analytical tools to support the investment decision-making process in a live portfolio environment. The class recommendations and decisions are implemented in the Reiman Fund portfolio. This is an elective course that is the first in the series of classes involving the Reiman Fund portfolio. Prerequisite: FIN 2800 and instructor's permission.

**FIN 3720 Reiman Fund II (4 Credits)**

This course is a practical portfolio management class designed to cover the major areas of the investment management lifecycle. This course focuses heavily on learning and using leading industry data and analytical tools to support the investment decision-making process in a live portfolio environment. The class recommendations and decisions are implemented in the Reiman Fund portfolio. This is an elective course that is the second in the series of classes involving the Reiman Fund portfolio. Prerequisite: FIN 3710 (minimum grade of C-).

**FIN 3730 Reiman Fund III (4 Credits)**

This course is a practical portfolio management class designed to cover the major areas of the investment management lifecycle. This course focuses heavily on learning and using leading industry data and analytical tools to support the investment decision-making process in a live portfolio environment. The class recommendations and decisions are implemented in the Reiman Fund portfolio. This is an elective course that is the third in the series of classes involving the Reiman Fund portfolio. Prerequisite: FIN 3720 (minimum grade of C-).

**FIN 3800 Organized Walk Down Wall Street (0-4 Credits)**

This course provides the opportunity to learn and reinforce financial concepts, tools, methodologies, and practices used by Wall Street professionals in the finance industry. After preparatory classes in Denver, students will spend a week in New York visiting and learning from investment bankers, leveraged lenders, individuals in private equity, and asset managers. Prerequisites: FIN 2800 and instructor's permission.

**FIN 3885 Investment Banking and External Financing (4 Credits)**

This course is an advanced Corporate Finance course, focusing on the activities involved in investment banking and the decisions by companies related to external sources of financing. There will be a mix of theory and practice, with many outside speakers providing insight into the practice component. Topics will include business valuation, mergers and acquisitions, startup financing, angel investing and venture capital, bank loans, private equity, stock issuance, and going private.

**FIN 3980 Finance Internship (0-10 Credits)**

Practical experience (field study); requires written report. Prerequisites: FIN 2800 and instructor's permission.

**FIN 3991 Independent Study (1-4 Credits)**

Independent research/study; requires written report. Prerequisites: FIN 2800 and instructor's permission.

## First-Year Seminar

The First-Year Seminar (FSEM) Program offers students an introduction to the intellectual life of the University. Offered in the Fall quarter, the small class size provides an in-depth academic experience that is rigorous and engaging. In addition to developing self-motivated academic passion, students can expect to hone the academic skills essential for successful college work.

Each seminar focuses on one or more of the following academic skills: writing, critical reading and thinking, discussion, argumentation and debate, and information literacy. This program enables students to engage with faculty in the exploration of novel and challenging topics and lays the groundwork for extraordinary academic and personal growth.

Faculty members teach their passions in which they have particular expertise and enthusiasm, and each First-Year Seminar has a unique topic, with 85-90 different First-Year Seminars offered each fall quarter. For students to be able to engage with faculty in the exploration of these topics is an extraordinary opportunity for academic and personal growth. Instructors of the First-Year Seminars also serve as students' faculty mentors for the entire first year. Students may meet individually with their mentors during winter and spring quarters as they navigate university experiences.

This course must be taken at the University of Denver. Any student who either withdraws from or fails the First-Year Seminar must meet the requirement through an additional Advanced Seminar course. Students transferring to DU are exempt from this requirement if they are classified as a transfer student.

**FSEM 1111 First Year Seminar (4 Credits)**

First Year Seminar topics reflect the intellectual passions of the faculty who lead them. Seminars introduce students to the rigorous academic expectations of university-level work; as small, highly interactive courses, they help students improve skills in one or more of the following areas: writing, quantitative reasoning, critical thinking, presentation and argument, and/or information literacy. The instructor of the seminar serves as the student's mentor for the student's entire first year. This course is required for all first-year students.

## Gender, Women's and Sexuality Studies

Office: Merle Catherine Chambers Center for the Advancement of Women, Room 111

Mail Code: 1901 E. Asbury Ave. Denver, CO 80208

Phone: 303-871-4419

Email: gwst@du.edu (gwst@du.edu?subject=website%20inquiry)

Web Site: [http://\(http://www.du.edu/ahss/gwst/\)www.du.edu/ahss/gwst](http://www.du.edu/ahss/gwst/) (<http://www.du.edu/ahss/gwst/>)

The Gender, Women's, and Sexuality Studies Program offers a cross-disciplinary undergraduate major and minor composed of courses taught throughout the University by a diverse faculty. Reflecting the vitality of recent feminist, ethnic, and queer scholarship, these courses examine the roles of gender, race, sexuality, and other categories of identity in the lives of all people. The mission of the Gender, Women's, and Sexuality Studies program is to explore gender as a primary category of analysis for the understanding of individuals and human societies in historical and cultural contexts.

The baccalaureate degree in gender and women's studies is a cross-disciplinary major with a minimum of 44 credits. All students must take GWST 1112 Introduction to Gender and Women's Studies .

Seniors are also required to fulfill a four-credit GWST capstone course. The remaining credits to get a student to 44 credit hours are taken from a combination of Gender, Women's, and Sexuality studies courses and cross-listed courses in other departments.

A minor in gender, women's, and sexuality studies requires 24 credits, including GWST 1112 Introduction to Gender and Women's Studies. The remaining 20 credit hours may be selected from other Gender, Women's, and Sexuality studies courses, including the colloquia, and courses in other departments also listed with the Gender, Women's, and Sexuality Studies Program.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

A minimum of 44 credits of Gender and Women and Sexuality Studies including GWST 1112 Introduction to Gender and Women's Studies. Required courses\* include, but are not limited to, the following:

Code	Title	Credits
<b>Required Courses</b>		
GWST 1112	Introduction to Gender and Women's Studies	4
GWST 2650	Feminist Qualitative Research Methods and Design	4
GWST 3950	Feminist, Gender, and Queer Theory	4
<b>Participation in Colloquium</b>		
GWST 2981	Colloquium in GWST	2
GWST 2982	Colloquium in GWST	2
<b>Interdisciplinary Gender, Women and Sexuality Studies Electives</b>		<b>16</b>
<b>Capstone Requirement</b>		<b>4</b>
GWST 3975	Capstone Seminar <sup>1</sup>	
<b>Electives</b>		<b>8</b>
Any Gender and Women's Studies listed or also-listed course		
<b>Total Credits</b>		<b>44</b>

\* Please consult with your GWST advisor and the schedule of classes for additional courses which may meet these requirements.

<sup>1</sup> Must be a senior.

## Secondary Major

### Secondary Major Requirements

44 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

24 credits in Gender, Women and Sexuality Studies. Required: GWST 1112 Introduction to Gender and Women's Studies.

### Requirements for Distinction in the Major in Gender, Women and Sexuality Studies

- Minimum 3.25 major GPA, 3.0 overall GPA
- Honors thesis (minimum 40 pages)
  - The thesis research, analysis, and writing will be done over the course of the student's senior year, and will include the student's own original research/creative work that draws upon or contributes to gender theory. This project is done in close consultation with a faculty mentor, and must be evaluated by a committee of at least three faculty members (including the major thesis adviser).

## BA in Gender and Women's Studies

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence	4
SI Society		4 AI Society or AI Natural		4 AI Society or AI Natural	4
GWST 1112		4 GWST Identity and Rhetoric		4 GWST Intersectionality	4
		<b>16</b>		<b>16</b>	<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence	4
AI Natural or AI Society		4 SI Society		4 GWST 2981	2
INTZ 2501		1-2 GWST 2700		1-4 Major Elective	4
GWST History		4 Major Elective		4 Major Elective	4
		<b>13-14</b>		<b>13-16</b>	<b>14</b>
<b>Total Credits: 88-92</b>					

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

### ANTH 3130 The Archaeology of Gender (4 Credits)

This course examines the ways archaeology can contribute to the study of gender through investigations of the deep through recent past. The class will include readings on gender theory, the uses of archaeological data and specific case studies of engendered lives in the past. Cross listed with GWST 3130.

### ARTH 3871 Women in Art (4 Credits)

This course considers the roles of women in art and explores the impact of race, class and gender on art produced from the Middle Ages to the present with discussions of women artists, women patrons and images of women. Cross listed with GWST 3871.

### ASEM 2653 Law & Politics of Reproduction (4 Credits)

This course engages issues by examining them from multiple perspectives, using analytical tools from multiple disciplines. We explore historical and cultural changes over time, tracing them through historical and political writings, U.S. Supreme Court cases, legislation, statistical data, memoir, and sociological, philosophical and anthropological analyses. In drawing on these multiple sources, we examine past and present while also considering the relationship of these issues to the future.

### ASEM 2687 Sex and Globalization (4 Credits)

This course examines the complex phenomena of "globalization" within the framework of critical gender, sexuality and race studies. Topics range from sexual dimensions of war and empire building to the ways in which sexuality and gender shape global migration, tourism and commerce. In addition to consulting scholarly readings, we also examine and research representations of these phenomena as they occur in the media, online, and in popular culture.

### COMN 1015 Voice and Gender (4 Credits)

In this course, students explore gender in personal and political contexts with the intent of developing their individual voices in these arenas. Students learn to express creatively their voice through strengthening both their written and oral communication skills. This course also discusses gender issues prevalent in today's society and significant moments in rhetorical history that have impacted these issues. Cross listed with GWST 1015.

**COMN 2210 Gender, Communication, Culture (4 Credits)**

This course considers how gender is created, maintained, repaired, and transformed through communication in particular relational, cultural, social, and historical contexts. This course is designed to help students develop thoughtful answers to the following questions: What is gender, how do we acquire it, how do cultural structures and practices normalize and reproduce it, and how do we change and/or maintain it to better serve ourselves and our communities? Throughout the term, we explore how dynamic communicative interactions create, sustain, and subvert femininities and masculinities "from the ground up." This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with GWST 2212.

**COMN 3050 Feminism and Intersectionality (4 Credits)**

This course offers an overview of feminist theories as they are in dialogue with intersectionality. It offers both a contemporary and historical perspective and is also attentive to the emergence of feminist scholarship in Communication Studies. Cross listed with GWST 3050.

**ECON 2280 Gender in the Economy (4 Credits)**

This course moves beyond the traditionally male-dominated view of the economy to explore economic life through a gendered lens. A gendered perspective challenges us to see economic theory, markets, work, development, and policy in new ways. Gendered economic analysis expands the focus of economics from strictly wants, scarcity, and choice to include needs, abundance, and social provisioning in its scope. Cross listed with GWST 2280. Prerequisite: ECON 1020.

**ENGL 2830 Representations of Women (4 Credits)**

Consideration of images presented of and by women in works of English and American literature from Middle Ages to present. Cross listed with GWST 2830.

**GWST 1112 Introduction to Gender and Women's Studies (4 Credits)**

This course provides an introduction to the discipline of gender and women's studies. All cultures engage in a complex process of assigning cultural values and social roles which vary according to the cultural environment in which human interaction occurs. Among these, the process of translating biological differences into a complex system of gender remains one of the most important. Gender and women's studies aims to understand how this process of 'gendering' occurs, and its larger effects in society. This course also explores how this system of meaning relates to other systems of allocating power, including socioeconomic class, social status, ethnicity, religion, sexuality, and nationality. Using this lens, this course explores contemporary social developments and problems. Gender and women's studies is about studying, but it is also about meaningful engagement with the world. This class presents students with a variety of types of texts from sociological articles to literary fictions and documentary and fictional cinema to explore gender from many different directions. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GWST 2212 Gender, Communication, Culture (4 Credits)**

This course considers how gender is created, maintained, repaired, and transformed through communication in particular relational, cultural, social, and historical contexts. This course is designed to help students develop thoughtful answers to the following questions: what is gender, how do we acquire it, how do cultural structures and practices normalize and reproduce it, and how do we change and/or maintain it to better serve ourselves and our communities? Throughout the term, the class explores how dynamic communicative interactions create, sustain, and subvert femininities and masculinities "from the ground up." This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is cross-listed with COMN 2210.

**GWST 2215 Selling Sex, Gender and the American Dream: 1950 - Present (4 Credits)**

This introductory course analyzes how commercial culture has evolved into the defining cornerstone of American life over the last sixty years. The first half of the quarter will examine the key historical movements including the Cold War, the Civil Rights/Women's and Gay Liberation movements and investigate how women, ethnic minorities, and members of the LGBTQ community evolved into important "consumer citizens" in the United States. The second half of the quarter will examine these same social groups from a contemporary perspective, and the degree that globalization, "multiculturalism" and "going green" have emerged as dominant tropes in contemporary culture. By moving from past to present, students will gain an understanding of the complex connections between consumption and U.S. nation-building, as well as the consequences "shopping" and the accumulation of "stuff" has had in both the shaping and reconfiguring understandings of what it means to live the "American Dream." This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GWST 2280 Gender in the Economy (4 Credits)**

This course moves beyond the traditionally male-dominated view of the economy to explore economic life through a gendered lens. A gendered perspective challenges us to see economic theory, markets, work, development, and policy in new ways. Gendered economic analysis expands the focus of economics from strictly wants, scarcity, and choice to include needs, abundance, and social provisioning in its scope. Cross listed with ECON 2280. Prerequisite: ECON 1020.

**GWST 2650 Feminist Qualitative Research Methods and Design (4 Credits)**

This course will introduce the fundamental elements of feminist qualitative research methods and design. We will begin by examining various research methods, including ethnography, interviews, oral history, media studies/discourse analysis, and community-based research and analyze the ways in which they aid (and help counter) ways of knowing and understanding the social world. In addition to gaining awareness of the more commonly used qualitative and ethnographic methodologies, you will be challenged to think critically about the mechanics, ethics, and politics of such research, including the role of researcher within it. Enrollment restricted to GWST majors only.

**GWST 2700 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.

**GWST 2701 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.



**GWST 2730 Gender in Society (4 Credits)**

How the biological fact of sex is transformed into socially created gender roles. How individuals learn they are male and female, and how their behaviors are learned. A look at gender distinctions built into language, education, mass media, religion, law, health systems and the workplace. Cross listed with SOCI 2730. Prerequisite: SOCI 1810.

**GWST 2785 Family and the Law (4 Credits)**

The government is actively involved in deciding who gets to be a family and what families should look like. The state and its laws are involved in shaping family life, making decisions for family members, and mediating familial conflict. This course looks at the appropriate role of the state in family life by examining state legislation and court decisions and social research on a variety of topics. Cross listed with SOCI 2785. Prerequisite: SOCI 1810.

**GWST 2830 Representations of Women (4 Credits)**

Consideration of images presented of and by women in works of English and American literature from Middle Ages to present. Cross listed with ENGL 2830.

**GWST 2981 Colloquium in GWST (2 Credits)**

Theme changes each year. May be repeated for credit as long as course titles are different.

**GWST 2991 Independent Study (1-10 Credits)****GWST 2995 Independent Research (1-10 Credits)****GWST 3130 The Archaeology of Gender (4 Credits)**

This course examines the ways archaeology can contribute to the study of gender through investigations of the deep through recent past. The class will include readings on gender theory, the uses of archaeological data, and specific case studies of engendered lives in the past. Cross listed with ANTH 3130.

**GWST 3652 Culture, Gender and Global Communication (4 Credits)**

This course explores the ways in which culture, gender, and communication intersect and shape a variety of issues from an international and intercultural perspective. Using a global feminist perspective, it also focuses on paradigms and paradigm shifts in creating social change. Also explored are alternative paradigms of thought, action and media communications by women and indigenous peoples, which have often been ignored, discounted or buried in history. Cross listed with MFJS 3652.

**GWST 3700 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.

**GWST 3701 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.

**GWST 3704 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.

**GWST 3871 Women in Art (4 Credits)**

This course considers the roles of women in art and explores the impact of race, class and gender on art produced from the Middle Ages to the present with discussions of women artists, women patrons and images of women. Cross listed with ARTH 3871.

**GWST 3950 Feminist, Gender, and Queer Theory (4 Credits)**

This course examines the major theoretical approaches (feminist, womanist, queer, etc.) to understanding gender and other intersecting systems of oppression and privilege. It explores the historical evolution of the theoretical traditions that have informed feminism, queer theory, and gender and women's studies, as well as examining more recent developments within these fields of inquiry. Students apply these theories to a range of texts, empirical data and/or the experiential world. This course may be repeated for credit as long as course subtitles are different. Prerequisite: GWST 1112; minimum of junior standing.

**GWST 3975 Capstone Seminar (4 Credits)**

This course provides students the opportunity to complete a substantial final project for their degree in gender and women's studies, which may take the form of preparation for a thesis, community-based research or service project, or a substantial creative or research project. Students work closely with the director of the program or a faculty member affiliated with the program to devise these projects after spending the first part of the course exploring recent research within the field of gender and women's studies. Prerequisites: GWST major or minor, GWST 1112, GWST 3950, senior standing, or permission of instructor.

**GWST 3985 GWST Internship (2-5 Credits)****GWST 3991 Independent Study (1-10 Credits)****GWST 3995 Independent Research (1-10 Credits)****GWST 3998 Honors Thesis (1-5 Credits)****HIST 2630 American Women's History (4 Credits)**

This course is a survey of U.S. women's history from the colonial period to the present. It examines the social, cultural, economic, and political developments shaping American women's public and private roles over several centuries, in addition to the ways in which women gave meaning to their everyday lives. Particular attention is paid to the variety of women's experiences, with an emphasis on the interplay of race, class, ethnicity, and sexuality. Cross listed with GWST 2630.

**INTS 2235 Gender and International Relations (4 Credits)**

How does gender shape international relations (IR)? How do ideas about masculinity and femininity affect war and peace? The global economy? Migration? Foreign policy? What do feminist perspectives contribute to the study of IR? These questions have relevance for the academic study of IR as well as the lived experiences of people around the world. Answering them requires attending to the ways in which gender and aspects of sexuality are constructed through social and political relations, and the hierarchies of power they reflect and maintain. Overall, this course encourages students to grapple with the issue of if and how gender matters in international relations. We will begin by introducing the concepts and theories necessary to investigate, research, analyze, and understand the gendered nature of international relations. Next, we will use this knowledge to compare gendered and feminist perspectives on IR to mainstream IR and explore why they have not been fully integrated. Then we will engage in gendered analyses of a variety of topics in IR, focusing especially on security and the economy. We will finish by carrying out research on a topic of our choosing, using the lenses and tools we have developed. In the end, students should consider whether this sort of perspective provides a more nuanced and holistic way of understanding IR.

**MFJS 3242 Reel Women (4 Credits)**

Reel Women explores films from the U.S., England, Senegal, India, Canada, Colombia, and Saudi Arabia that are made for, about, and/or by women with the aim of better understanding and centralizing issues pertinent to women's daily lives across the world.

**MFJS 3652 Feminist Media Studies (4 Credits)**

MFJS 3652 (Feminist Media Studies) explores the gendered intersections between media and society through the analytical lens of Feminist Media Studies (FMS). While aligned with the discipline Media Studies, FMS centers questions related to power and patriarchy, and aims to create space for praxis. Paying close attention to issues of intersectionality, this course surveys the historical emergence, and contributions, of feminist methodology and inquiry related to issues such as sexism within gaming, the politics of visibility in television production, the celluloid ceiling, and networked bodies. During the quarter, you will engage in multiple points of active and reflective learning that provide the space to strengthen both your understanding and application of FMS. Assignments include discussion questions, self-reflective analysis, and a final project that highlights application, creativity, and subversion.

**PHIL 2186 Feminist Ethics: Justice and Care (4 Credits)**

In the late 1950's psychologists began to theorize a notion of human moral development and they created instruments with which to measure such development. By the 1970's there were claims that even well-educated women were—on average—stunted in their moral competence according to these measures. Once a sufficient number of women were engaged in moral theory in both psychology and philosophy, they began to diagnose these theories and instruments as prejudiced by what we would today call 'while, cisgender, male privilege.' The scales were centering a detached notion of justice and equality for all, whereas researchers found that women centered notions of care and engaged in relational (rather than detached) thinking when asked ethical questions. Thus, was born the discipline of Feminist Ethics. While many women (and some men) celebrated the alternative 'ethics of care' over an 'ethics of justice,' others worried that these women had been harmed by their male dominated society and were showing signs of a 'slave mentality' in their moral reasoning that was to be overcome and not celebrated. Predictably (in hindsight), women of color complained that their perspective was not taken into account by these 'caring' white female professors. In this class we will look at this conversation as it unfolded. In the process we will evaluate these theories from a philosophical perspective and see which parts seem most helpful for thinking about current ethical issues. Many or all of the readings were probably written before you were born. In fact, there is very little philosophical literature that labels itself 'feminist ethics' or 'ethics of care' that was written in the 21st century. We will ponder why this is the case. Are these ideas outdated, or have they been sufficiently incorporated into mainstream academic thinking that they no longer wear the label of marginalization? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PLSC 2360 Settler Colonialism and Indigenous Resistance in Three Continents (4 Credits)**

This course explores historical and contemporary aspects of racialized power structures as they have specifically impacted indigenous peoples in Australia, the United States, and Latin America. How did the dynamics of imperialism, capitalism, liberal state-building, and racist (and racist) ideology combine to devastate indigenous communities around the world? How did distinct perspectives on time, space, property, and community allow colonizing populations to conquer native populations even while advocating the most egalitarian political structures ever attempted? Satisfies department distribution requirement in comparative/international politics. Sophomore standing required.

**PLSC 2510 Women in U.S. Politics (4 Credits)**

This course focuses on the role of women in U.S. politics, with an emphasis on voting, elections, and representation. Topics include the woman suffrage movement, women's voting patterns, women as candidates, and women holding elected office. Prerequisite: sophomore standing.

**PLSC 2660 Feminist Political Thought (4 Credits)**

This course surveys political theory literatures on feminist thinking and activism. Readings will survey historical and contemporary theories of gender, identity, patriarchy, misogyny, and liberation. Course will center trans and of-color feminist narratives thinking and practices. Emphasis on critical analysis of various feminist texts in writing and in class discussion.

**RLGS 3740 Bodies and Souls (4 Credits)**

This course examines the unique place of the body in biblical religion. We ask how the Bible and its interpreters have shaped current views on sex and the gendered body in Western society. How has the Bible been (mis)used in relation to current understandings of the physical body? Is the saying that a "human" does not have a body, but is a body as true for the Hebrew Bible as the Christian New Testament? How have Judaism and Christianity (de)valued sexuality, procreation, and celibacy? How do the biblical traditions shape our modern opinions about the ideal physical body and body modifications? How can we understand "out-of-body" experiences and notions of death and afterlife in Western religion? Students are encouraged to interpret the Bible and their own beliefs from a uniquely embodied perspective. Cross listed with GWST 3740, JUST 3740.

**SOCI 2210 The Family (4 Credits)**

Emphasis on different kinds of families and on contemporary issues of changing gender roles, intimacy, childbearing, family breakup and reconstitution, and family's relationships with other social institutions. Cross listed with GWST 2210. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2420 Social Inequality (4 Credits)**

Dimensions of social class and its effect on economic, political and social institutions as well as style of life. Cross listed with GWST 2420. Prerequisite: SOCI 1810 and sophomore standing or permission of instructor.

**SOCI 2565 Men and Masculinities (4 Credits)**

Many of us believe that anatomy is what determines our behavior and that our bodies dictate our social and psychological temperament. Looking specifically at men and masculinities, this course tests that general notion, investigates the various ways male behavior is gendered and critically explores the meanings of masculinity in contemporary institutions. Throughout the course, we look at the multidimensional and multicultural ways masculinity is produced, constructed, enacted, and resisted; how masculinities structure power and resources; and how masculinities benefit, regulate, and hurt men's lives. Cross listed with GWST 2565. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2730 Gender in Society (4 Credits)**

How the biological fact of sex is transformed into socially created gender roles. How individuals learn they are male and female, and how their behaviors are learned. A look at gender distinctions built into language, education, mass media, religion, law, health systems and the workplace. Cross listed with GWST 2730. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2765 The Female Offender (4 Credits)**

Female offenders are one of the fastest growing segments in both the juvenile and adult justice systems. This course introduces students to debates and issues surrounding girls, women, and crime; explores different theoretical perspectives of gender and crime; and examines the impact of gender on the construction and treatment of female offenders by the justice system. In addition, this course specifically looks at girls' and women's pathways to offending and incarcerations; understanding girls' violence in the inner city; exploring the reality of prison life for women, with a particular focus on the gender-sensitive programming for incarcerated mothers; and ending with an examination of how capital punishment has affected women offenders historically and contemporarily. Cross listed with GWST 2765. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2780 Women and the Law (4 Credits)**

This course explores the relationship between women and the law, looking at the way the categories of sex and gender have been produced and reproduced through law. Through a look at case law and sociological research, students will examine women as bodies, workers and family members. This course also explores the development and current status of American law in the areas of women's constitutional equality, pay equity and equal opportunity, women's access to education, women in the workplace and violence against women. Cross listed with GWST 2780. Prerequisite: SOCI 1810 or permission of the instructor.

## Geography and the Environment

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Geography is an academic discipline that focuses on the spatial distribution of human and physical features around the Earth and changes over time of those phenomena. Because geography bridges the boundary between the natural world and human societies, geographers often collaborate with colleagues in related disciplines in the natural and social sciences. Geographers are taught to think in spatial and chronological terms and to analyze landscapes for indications of physical and cultural features. Geographers also create maps to illustrate spatial relationships and use geographically based data sets to answer spatial questions and analyze spatial data. The field is often subdivided into physical geography, human geography, human-environment interaction and geographic information science (GISc). Our undergraduate majors are required to take introductory coursework in each of these subdisciplines, followed by more advanced courses in each of the main fields.

The central goal of the undergraduate curriculum in geography is to produce students with a solid foundation in geographic principles and perspectives, and the professional skills to put them into practice. More specifically, the program aims to provide students with skills and techniques that will allow them to apply what they learn in the classroom, laboratory and field. Students are provided with skills in problem identification and solution; training in geotechnical tools, including geographic information systems, cartography, remote sensing, geographic statistics and spatial analysis; and experience in field and laboratory techniques. The discipline of geography is, by nature, integrative and broadly based, so interdisciplinary approaches to problem solving are also emphasized. Our ultimate goal is to provide graduates with training and preparation for employment as professional geographers in government, private industry, education and nongovernmental agencies, and to prepare students for graduate school.

The environmental science program is an interdisciplinary program with the mission of preparing students with the knowledge and skills to identify, analyze and resolve environmental issues. Atmospheric pollution, water supply and quality, global climate change, waste management, species extinction—these are just a few of the better-known issues encompassed by environmental science, a field that addresses the totality of relationships between humans and the natural environment. Through a combination of small lecture, lab and field-oriented courses, students are given hands-on experience with environmental questions and problem solving. Extended field experiences, including alpine ecology at our field station at Mount Evans,

are integrated into courses. Students also have the opportunity to participate in the field quarter, spending 10 weeks traveling throughout the western United States, Baja Mexico and other international destinations to study environmental problems and issues.

## Geography

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Students majoring in geography may not also major in environmental science.

Courses taken as part of the Field Quarter program are exempt from the 60 hour rule.

Students majoring in geography and minoring in sustainability may take up to 72 hours of departmental courses.

45 credits of geography. Requirements include the following:

Code	Title	Credits
GEOG 1410	People, Places & Landscapes	4
GEOG 2000	Geographic Statistics <sup>1</sup>	4
GEOG 2020	Computer Cartography	4
GEOG 2100	Introduction to Geographic Information Systems (GIS)	4
GEOG 2990	Professional Development for Geography & Environmental Science <sup>2</sup>	0
<b>Select one of the following sequences:</b>		<b>12</b>
GEOG 1201 & GEOG 1202 & GEOG 1203	Environmental Systems: Weather and Environmental Systems: Hydrology and Environmental Systems: Landforms <sup>3</sup>	
GEOG 1216 & GEOG 1217 & GEOG 1218	Our Dynamic Earth I and Our Dynamic Earth II and Our Dynamic Earth III	
GEOG 1264 & GEOG 1265 & GEOG 1266	Global Environmental Change I and Global Environmental Change II and Global Environmental Change III	
Upper-division credits (2000- or 3000-level courses); at least one physical geography, one human geography and one GIScience course <sup>4</sup>		17
<b>Total Credits</b>		<b>45</b>

<sup>1</sup> May be satisfied with BIOL 2090 or PSYC 2300

<sup>2</sup> Must be completed during senior year.

<sup>3</sup> GEOG 1264, 1265, 1266 are for Honors Program students only.

<sup>4</sup> A list of geography courses by category is available on the course categories tab

The student may choose one of the following tracks of emphasis:

- natural resource management
- atmosphere and climate
- cultural and regional geography
- earth processes
- geographic analyses
- land use or urban planning

Students preparing for entrance to graduate school or intending to use geography professionally should consult regularly with their departmental advisors.

### Minor Requirements

20 credits of geography at the 2000- or 3000-level.

## Geographic Information Science

The Geographic Information Science (GIS) major prepares students to collect and manage geospatial data, analyze and quantify spatial relationships, evaluate and design maps, and develop geospatial applications. Students completing this degree will be prepared to solve a diverse set of geospatial problems and adapt to a rapidly changing industry.

Students majoring in GIS may not also major in Environmental Science or Geography.

## Bachelor of Science Major Requirements

(183 credits required for the degree (p. 95))

Minimum of 60 credits of geography/GIS coursework. Requirements include the following:

Code	Title	Credits
<b>Geography Core Required Courses</b>		<b>28</b>
GEOG 1410	People, Places & Landscapes <sup>1</sup>	4
One of the following sequences: <sup>2</sup>		12
GEOG 1201 & GEOG 1202 & GEOG 1203	Environmental Systems: Weather and Environmental Systems: Hydrology and Environmental Systems: Landforms	
GEOG 1216 & GEOG 1217 & GEOG 1218	Our Dynamic Earth I and Our Dynamic Earth II and Our Dynamic Earth III	
GEOG 1264 & GEOG 1265 & GEOG 1266	Global Environmental Change I and Global Environmental Change II and Global Environmental Change III	
GEOG 2000	Geographic Statistics <sup>3</sup>	4
GEOG 2020	Computer Cartography	4
GEOG 2100	Introduction to Geographic Information Systems (GIS)	4
GEOG 2990	Professional Development for Geography & Environmental Science	0
<b>GIS Core Required Courses</b>		<b>16</b>
GEOG 3010	Geographic Information Analysis	4
GEOG 3140	GIS Database Design	4
GEOG 3200	Remote Sensing	4
GEOG 3130	GIS Programming with Python	4
<b>Experiential Learning Requirement</b>		<b>4</b>
In addition to more traditional coursework, students are required to complete at least one of the following options for extended experiential, hands-on learning opportunities:		
GEOG 3170	Geospatial Analysis Project	4
GEOG 3991	Independent Study	4
GEOG 3999	Geographic Internship	4
<b>Geography Electives <sup>4</sup></b>		<b>12</b>
A minimum of 12-quarter hours of 2000- or 3000-level elective courses in geography must be completed, include one physical (P) and one human (H) course.		
<b>Total Credits</b>		<b>60</b>

<sup>1</sup> Counts towards Common Curriculum requirement for Scientific Inquiry: Society and Culture

<sup>2</sup> Fulfills Common Curriculum requirement for Scientific Inquiry: The Natural and Physical World

<sup>3</sup> Can be substituted with BIOL 2090 or PSYC 2300

<sup>4</sup> A list of geography courses by category is available on the course categories tab

### Additional Requirements

Code	Title	Credits
<b>Required Minors</b>		
In addition to major course work, two minors are required for the BS degree. The first minor must be in either computer science (21 credit hours) or mathematics (20 quarter hours). A double major fulfills second minor requirement.		
<b>Additional Coursework</b>		
Students are required to complete a minimum of two quarters (8-10 credit hours) of introductory coursework in the cognate subject, specifically:		
Computer Science minors, complete the following (8 credits):		
MATH 1951	Calculus I	4

or MATH 1200	Calculus for Business and Social Sciences	
MATH elective numbered higher than 1951		4
Mathematics minors, complete the following (10 credits):		10
COMP 1201	Introduction to Computer Science I	2
COMP 1202	Introduction to Computer Science II	2
COMP 1351	Introduction to Programming I	3
COMP 1352	Introduction to Programming II	3

## Minor Requirements

20 credits of coursework. Requirements include the following.

Note: As geography majors may emphasize GISc as part of their degree program, they are not eligible to complete the minor in GISc.

Code	Title	Credits
<b>Required courses:</b>		
GEOG 2100	Introduction to Geographic Information Systems (GIS)	4
GEOG 3200	Remote Sensing	4
<b>Electives</b>		
Select from the following:		12
GEOG 2000	Geographic Statistics <sup>1</sup>	
GEOG 2020	Computer Cartography	
GEOG 3000	Advanced Geographic Statistics	
GEOG 3010	Geographic Information Analysis	
GEOG 3120	Environmental/GIS Modeling	
GEOG 3130	GIS Programming with Python	
GEOG 3140	GIS Database Design	
GEOG 3170	Geospatial Analysis Project	
GEOG 3190	Lidar: Theory and Applications	
GEOG 3230	Advanced Remote Sensing	
GEOG 3410	Urban Applications in GIS	
GEOG 3701	Topics in Geographic Information Science	
GEOG 3860	GIS Applications and Natural Resources	
GEOG 3920	Remote Sensing Seminar	
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> Students are expected to have completed the Analytical Inquiry-Natural Science requirement or equivalent prior to enrolling in this course. Completion of an introductory course in geography such as GEOG 1410 People, Places & Landscapes, GEOG 1201 Environmental Systems: Weather or GEOG 1216 Our Dynamic Earth I is encouraged but not required.

## Geology

A minor in geology may be arranged by consultation with the faculty of the Department of Geography and the Environment.

### Minor Requirements

Minimum of 20 credits of geology.

## Environmental Science

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Students majoring in environmental science may not also major in geography.

75 credits. Requirements include:



Code	Title	Credits
Complete one of the following sequences:		12
GEOG 1201 & GEOG 1202 & GEOG 1203	Environmental Systems: Weather and Environmental Systems: Hydrology and Environmental Systems: Landforms	
or		
GEOG 1264 & GEOG 1265 & GEOG 1266	Global Environmental Change I and Global Environmental Change II and Global Environmental Change III	
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 2010 & BIOL 2011	General Ecology and General Ecology Lab	5
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2240	Introduction to Environmental Chemistry	4
GEOG 2990	Professional Development for Geography & Environmental Science <sup>1</sup>	0
Select one of the following:		4
BIOL 2090	Biostatistics	
GEOG 2000	Geographic Statistics	
PSYC 2300	Introduction to Statistics	
<b>Environmental Science Electives <sup>2</sup></b>		
Biology		8
Geography/Geology/Envi		8
Additional Electives		16
<b>Total Credits</b>		<b>75</b>

<sup>1</sup> Must be completed during senior year.

<sup>2</sup> A list of acceptable courses is available from the Department of Geography and the Environment.

### Additional Requirements

20 credits in a minor field of study

No more than five credits taken as independent study, internship or independent research may be counted toward the minimum hours required in the major.

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## Bachelor of Science Major Requirements

(183 credits required for the degree (p. 95))

Students majoring in environmental science may not also major in geography.

94 credits. Requirements include:

Code	Title	Credits
<b>Required Courses</b>		
Complete one of the following sequences:		12
GEOG 1201 & GEOG 1202 & GEOG 1203	Environmental Systems: Weather and Environmental Systems: Hydrology and Environmental Systems: Landforms	
or		

GEOG 1264 & GEOG 1265 & GEOG 1266	Global Environmental Change I and Global Environmental Change II and Global Environmental Change III	
BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	5
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	5
BIOL 2010 & BIOL 2011	General Ecology and General Ecology Lab	5
CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
CHEM 1020 & CHEM 1250	General Chemistry II and General Chemistry II Laboratory	4
CHEM 2240	Introduction to Environmental Chemistry	4
ENVI 3000	Environmental Law	4
GEOG 2500 or GEOG 2700	Sustainability & Human Society Contemporary Environmental Issues	4
PHYS 1111 & PHYS 1112 & PHYS 1113	General Physics I and General Physics II and General Physics III	15
GEOG 2990	Professional Development for Geography & Environmental Science <sup>1</sup>	0
Select one of the following:		4
BIOL 2090	Biostatistics	
GEOG 2000	Geographic Statistics	
PSYC 2300	Introduction to Statistics	
<b>Environmental Science Electives *</b>		
Biology		8
Geography/Geology/Envi		8
Additional Electives		12
<b>Total Credits</b>		<b>94</b>

<sup>1</sup> Must be completed during senior year.

<sup>2</sup> A list of acceptable courses is available from the Department of Geography and the Environment.

## Additional Requirements

Code	Title	Credits
<b>Calculus</b>		
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
<b>Total Credits</b>		<b>8</b>

No more than five credits taken as independent study, internship or independent research may be counted toward the minimum hours required in the major.

## Minor Requirements

26 credits. Requirements include:

Code	Title	Credits
GEOG 1201 & GEOG 1202 & GEOG 1203	Environmental Systems: Weather and Environmental Systems: Hydrology and Environmental Systems: Landforms	12
BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab <sup>1</sup>	5
BIOL 2010 & BIOL 2011	General Ecology and General Ecology Lab <sup>1</sup>	5

GEOG 2500 or GEOG 2700	Sustainability & Human Society Contemporary Environmental Issues	4
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<sup>1</sup> Students may substitute these 5-credit courses with 4-credit courses from an approved list from the geography department when they are being used to satisfy requirements in another degree program. This will reduce the number of credits required for this minor to 24.

## Requirements for Distinction in the Major in Geography

- Minimum 3.4 cumulative GPA
- Minimum 3.6 major GPA
- Completion of a thesis

## Requirements for Distinction in the Major in Environmental Science

- Minimum 3.4 cumulative GPA
- Minimum 3.6 major GPA
- Completion of a thesis

## Bachelor of Arts in Geography

This course sequence is recommended, but not required.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
GEOG 1201	4	GEOG 1202	4	GEOG 1203	4
GEOG 1410 <sup>1</sup>	4	SI Society	4	AI Natural <sup>2</sup>	4
Language sequence	4	Language sequence	4	Language sequence	4
		16			16

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
GEOG 2020	4	GEOG 2100	4	GEOG 2000	4
AI Society	4	AI Society	4	Minor/General Electives	12
Minor/General Electives	8	Minor/General Electives	8		
		16			16

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad	18	Major Electives	8	Major Electives	4
		Minor/General Electives	8	Minor/General Electives	12
		18			16

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
Field Quarter	17	Major Elective	4	GEOG 2990	0
		Minor/General Electives	8	Major Elective	4
				Minor/General Electives	4
		17			12

Total Credits: 183

<sup>1</sup> GEOG 1410 is offered Fall, Winter, and Spring quarters and only needs to be taken once. It is recommended that you complete GEOG 1410 by the end of your first year.

<sup>2</sup> MATH 1200 or MATH 1951

## Bachelor of Science in Geographic Information Science with Computer Science Minor

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
GEOG 1201, 1216, or 1264	4	GEOG 1202, 1217, or 1265	4	GEOG 1203, 1218, or 1266	4
Language sequence	4	Language sequence	4	Language sequence	4

FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Common Curriculum	4	GEOG 1410 or GEOG 2020 or Common Curriculum	4	GEOG 1410 or GEOG 2100 or Common Curriculum	4
	<b>16</b>		<b>16</b>		<b>16</b>
<b>Second Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
GEOG 2020, 2100, or 3200	4	GEOG 2020, 2100, or 3200	4	GEOG 2100 or 3200	4
COMP 1201	2	COMP 1202	2	COMP 1353	3
COMP 1351	3	COMP 1352	3	GIS/Geography Elective or MATH 1952 or MATH (>1951) Elective	4
Common Curriculum	4	GIS/Geography Elective or MATH 1951 or MATH 1200	4	Minor	4
Minor	4	INTZ 2501	1-2		
	<b>17</b>		<b>14-15</b>		<b>15</b>
<b>Third Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Study abroad or field quarter	16-18	GEOG 2000	4	GEOG 3010	4
		GEOG 3130	4	Comp Minor Elective	4
		Comp Minor Elective	4	GIS/Geography Elective Or MATH 1952 Calculus 2 Or MATH (>1951) Elective	4
		GIS/Geography Elective or MATH 1951 or MATH 1200	4	Minor	4
	<b>16-18</b>		<b>16</b>		<b>16</b>
<b>Fourth Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
GEOG 3140	4	ASEM	4	GEOG 2990	0
GEOG 3170 (or other Experiential Learning Option)	4	Electives	12	Electives	12
GIS/Geography Elective	4			Minor	4
Minor	4				
	<b>16</b>		<b>16</b>		<b>16</b>

Total Credits: 190-193

## Bachelor of Science in Geographic Information Science with Mathematics Minor

### First Year

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
GEOG 1201, 1216, or 1264	4	GEOG 1202, 1217, or 1265	4	GEOG 1203, 1218, or 1266	4
Language sequence	4	Language sequence	4	Language sequence	4
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Common Curriculum	4	GEOG 1410 or GEOG 2020 or Common Curriculum	4	GEOG 1410 or GEOG 2100 or Common Curriculum	4
	<b>16</b>		<b>16</b>		<b>16</b>

### Second Year

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
GEOG 2020, 2100, or 3200	4	GEOG 2020, 2100, or 3200	4	GEOG 2100 or 3200	4
COMP 1201	2	COMP 1202	2	MATH 1953	4
COMP 1351	3	COMP 1352	3	GIS/Geography Elective	4
Common Curriculum	4	MATH 1952	4	Minor	4
MATH 1951	4	INTZ 2501	1-2		
	<b>17</b>		<b>14-15</b>		<b>16</b>

### Third Year

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Study Abroad or Field Quarter	16-18	GEOG 2000	4	GEOG 3010	4
		GEOG 3130	4	Math Minor	4
		Math Minor	4	GIS/Geography Elective	4
		GIS/Geography Elective	4	Minor	4
	<b>16-18</b>		<b>16</b>		<b>16</b>

### Fourth Year

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
GEOG 3140	4	ASEM	4	GEOG 2990	0
GEOG 3170 (or other Experiential Learning Option)	4	Elective	12	GIS/Geography Elective	4
Minor	4			Electives	8-12

Elective	4			
	16		16	12-16

Total Credits: 187-194

## Bachelor of Arts in Environmental Science

This course sequence is recommended but not required.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
GEOG 1201	4	GEOG 1202	4	GEOG 1203	4
GEOG 1410 <sup>1</sup>	4	BIOL 1011	4	BIOL 1010	4
Language sequence	4	Language sequence	4	Language sequence	4
	16		16		16

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
BIOL 2010		4 CHEM 1020		3 CHEM 2240	4
BIOL 2011	1	CHEM 1250	1	Major Elective or MATH <sup>2</sup>	4
CHEM 1010	3	Major Elective or MATH <sup>2</sup>	4	Statistics	4
CHEM 1240	1	SI Society	4	Minor/General Elective	4
AI Society	4	AI Society	4		
Major Elective	4				
	17		16		16

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad	17	Major Electives	8	Major Electives	8
		Minor/General Electives	8	Minor/General Electives	8
	17		16		16

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
Field Quarter	17	ASEM	4	GEOG 2990	0
		Major Elective	4	Major Elective	4
		Minor/General Elective	4	Minor/General Elective	4
	17		12		8

Total Credits: 183

<sup>1</sup> Recommended as one of the Scientific Inquiry: Society and Culture Common Curriculum courses.

<sup>2</sup> MATH 1200 or MATH 1951

## Bachelor of Science in Environmental Science

This course sequence is recommended but not required.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
GEOG 1201	4	GEOG 1202	4	GEOG 1203	4
GEOG 1410 <sup>1</sup>	4	BIOL 1011	4	BIOL 1010	4
Language sequence	4	BIOL 1021	1	BIOL 1020	1
		Language sequence	4	Language sequence	4
	16		17		17

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
BIOL 2010		4 CHEM 1020		3 CHEM 2240	4
BIOL 2011	1	CHEM 1250	1	Major Elective	4
CHEM 1010	3	GEOG 2500 or 2700	4	AI Society	4
CHEM 1240	1	Major Elective	4	General Elective	4
Major Elective	4	SI Society	4		

AI Society	4				
	17		16		16
<b>Third Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Study Abroad or Field Quarter	17	MATH 1951	4	MATH 1952	4
		Major Electives	8	ENVI 3000	4
		Biology Elective	4	Major Elective	4
				Statistics	4
	17		16		16
<b>Fourth Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
PHYS 1111	5	PHYS 1112	5	PHYS 1113	5
ASEM	4	Major Elective	4	GEOG 2990	0
Major Elective	4	Biology Elective	4	Major Elective	4
	13		13		9
<b>Total Credits: 183</b>					

<sup>1</sup> Recommended as one of the Scientific Inquiry: Society and Culture Common Curriculum courses.

<sup>2</sup> Or GEOG 2500 Sustainability and Human Society.

This section lists courses within Geography and the Environment by the following categories to assist students in meeting distribution requirements within majors and minors: GIScience courses, human geography courses, physical geography courses. Please note that some courses are listed in multiple categories.

## GIScience Courses

GEOG 2000	Geographic Statistics	4
GEOG 2020	Computer Cartography	4
GEOG 2100	Introduction to Geographic Information Systems (GIS)	4
GEOG 3000	Advanced Geographic Statistics	4
GEOG 3010	Geographic Information Analysis	4
GEOG 3100	Geospatial Data	4
GEOG 3110	GIS Modeling	4
GEOG 3120	Environmental/GIS Modeling	4
GEOG 3130	GIS Programming with Python	4
GEOG 3140	GIS Database Design	4
GEOG 3150	GIS Project Management	4
GEOG 3160	Web GIS	4
GEOG 3170	Geospatial Analysis Project	4
GEOG 3190	Lidar: Theory and Applications	4
GEOG 3200	Remote Sensing	4
GEOG 3230	Advanced Remote Sensing	4
GEOG 3410	Urban Applications in GIS	4
GEOG 3701	Topics in Geographic Information Science	1-4
GEOG 3920	Remote Sensing Seminar	4

## Human Geography Courses

ENVI 3000	Environmental Law	4
GEOG 2030	Field Methods	4
GEOG 2401	The Human Population	4
GEOG 2410	Economic Geography	4
GEOG 2430	World Cities	4
GEOG 2500	Sustainability & Human Society	4
GEOG 2550	Issues in Sustainabilities	4
GEOG 2700	Contemporary Environmental Issues	4



GEOG 2810	Geography of Latin America	4
GEOG 3330	Political Geography	4
GEOG 3310	Culture/Nature/Economics-Human Ecology	4
GEOG 3340	Geographies of Migration	4
GEOG 3350	Qualitative Methods in Geography	4
GEOG 3400	Urban Landscapes	4
GEOG 3410	Urban Applications in GIS	4
GEOG 3420	Urban and Regional Planning	4
GEOG 3425	Urban Sustainability	4
GEOG 3440	Urban Transportation Planning	4
GEOG 3445	Sustainability and Transportation	4
GEOG 3720	Mountain Environments and Sustainability	4
GEOG 3750	Topics in Human-Environment Interactions	1-4
GEOG 3755	Geography of Health	4
GEOG 3800	Geography of Colorado	4
GEOG 3870	Water Resources & Sustainability	4
GEOG 3890	Ecological Economics	4

## Physical Geography Courses

ENVI 2660	Environmental History of Sonora & Baja Mexico	5
ENVI 3000	Environmental Law	4
GEOG 2500	Sustainability & Human Society	4
GEOG 2550	Issues in Sustainabilities	4
GEOG 2700	Contemporary Environmental Issues	4
GEOG 2750	Paleoenvironmental Field Methods	3
GEOG 2810	Geography of Latin America	4
GEOG 2880	Geographies of South Africa	4
GEOG 3310	Culture/Nature/Economics-Human Ecology	4
GEOG 3340	Geographies of Migration	4
GEOG 3500	Reconstructing Quaternary Environments	4
GEOG 3510	Biogeography	4
GEOG 3520	Geography of Soils	4
GEOG 3560	Fluvial Geomorphology	4
GEOG 3600	Meteorology	4
GEOG 3610	Climatology	4
GEOG 3630	Dendroclimatology	2-4
GEOG 3720	Mountain Environments and Sustainability	4
GEOG 3750	Topics in Human-Environment Interactions	1-4
GEOG 3755	Geography of Health	4
GEOG 3800	Geography of Colorado	4
GEOG 3820	Kiwis and Kauris: Sustainability in New Zealand	4
GEOG 3835	Sustainability in South Florida: The Everglades and Florida Keys	4
GEOG 3870	Water Resources & Sustainability	4
GEOG 3890	Ecological Economics	4
GEOG 3955	Pollen Analysis Seminar	3
GEOG 3910	Geomorphology	4
GEOL 2020	Historical Geology	4
GEOL 2400	Geology and Ecology of the Southwest	5
GEOL 3100	Environmental Geology	4
GEOL 3200	Sedimentology/Stratigraphy	4
GEOL 3540	Hydrology	4

## Environmental Science (ENVI)

### **ENVI 2660 Environmental History of Sonora & Baja Mexico (5 Credits)**

Geography and ecology of desert southwest emphasizing Mexican states of Sonora, Baja California del Sur and Baja California. Traveling by van and lodging in tents, trip covers 3,500 miles, offers hands-on experience with principles and problems of physical geography and ecology in desert environments. Offered only during Interterm.

### **ENVI 2950 Topics in Env. Science (1-4 Credits)**

An in-depth coverage of a specific environmental issue, topic, or problem. Topics vary with instructor.

### **ENVI 3000 Environmental Law (4 Credits)**

Purpose and applications of federal laws pertaining to environmental protection, including NEPA, RCRA, CERCLA, and Clean Water and Clean Air Acts; addresses role of states in implementation of federal environmental laws.

### **ENVI 3991 Independent Study (1-5 Credits)**

Study of a topic not covered in existing course offerings. May be used for work completed in off-campus internships that focus primarily on the mastery of existing knowledge.

### **ENVI 3995 Independent Research (1-5 Credits)**

Original research in environmental science topic under sponsorship of a faculty member; applicable to studies that focus primarily on discovery of new knowledge through application of scientific method.

### **ENVI 3999 Environmental Science Internship (1-5 Credits)**

Supervised internship in a state, local, or federal office or in the private sector. Prerequisites: 15 quarter hours in the environmental science major and approval of supervising faculty. Maximum of 5 quarter hours total.

## Geography (GEOG)

### **GEOG 1201 Environmental Systems: Weather (4 Credits)**

First class in a three-quarter sequence that introduces the fundamental processes that govern the physical environment; introduction to the fundamentals of the environmental system and the various processes that control weather and climate. The student will have a fundamental understanding of the basic components of the environmental system, familiarity with the role of energy in the atmosphere and its control over cycles of air temperature, a sound foundation in the mechanisms governing cloud formation and precipitation, a basic understanding of the atmospheric circulation and the storm systems which develop within it, and an introduction to the regional variation of climate. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

### **GEOG 1202 Environmental Systems: Hydrology (4 Credits)**

Second class in a three-quarter sequence that introduces the fundamental processes that govern the physical environment; the role of water in the environment. This course focuses on the matter and energy flows through the hydrologic cycles, together with the resulting spatial distribution and work of water. Various environmental issues concerning water including drought, water pollution, and human impacts on water supplies are included. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1201.

### **GEOG 1203 Environmental Systems: Landforms (4 Credits)**

Third class in a three-quarter sequence that introduces the fundamental processes that govern the physical environment; geological phenomena in various places in the world. Topics include maps and air photos; rocks and minerals; plate tectonics and volcanoes; landforms produced by wind, water, earth forces and ice; and biogeography. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1201 and GEOG 1203.

### **GEOG 1216 Our Dynamic Earth I (4 Credits)**

This is the first quarter of a three-quarter sequence devoted to studying natural hazards and their impacts on society. Natural processes become hazards when they have the potential to have an adverse effect on humans and their property, or the natural environment. This first quarter of the sequence introduces students to the physical processes associated with atmospheric natural hazards (tornados, hurricanes, severe storms) and their societal impacts. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

### **GEOG 1217 Our Dynamic Earth II (4 Credits)**

This is the second quarter of a three-quarter sequence devoted to studying natural hazards and their impacts on society. In this course, students investigate the physical processes that result in geologic natural hazards (earthquakes, landslides, volcanoes) and their societal impacts. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1216.

### **GEOG 1218 Our Dynamic Earth III (4 Credits)**

This is the third quarter of a three-quarter sequence devoted to studying natural hazards and their impacts on society. In this course, students investigate the physical processes that result in hydrologic natural hazards (floods, drought, tsunamis) and their societal impacts. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1217.

**GEOG 1264 Global Environmental Change I (4 Credits)**

First class in a three-quarter sequence for honors students. This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. Enrollment restricted to students in the Honors Program. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**GEOG 1265 Global Environmental Change II (4 Credits)**

Second class in a three-quarter sequence for honors students. This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. Enrollment restricted to students in the Honors Program. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1264.

**GEOG 1266 Global Environmental Change III (4 Credits)**

Third class in a three-quarter sequence for honors students. This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. Enrollment restricted to students in the Honors Program. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1265.

**GEOG 1410 People, Places & Landscapes (4 Credits)**

In this course, students will study the location of people and activities across the surface of the Earth. Describing the locations and patterns of human activity only lays the foundation for exploring how and why such patterns have developed historically, and how they relate to the natural environment and other aspects of human behavior. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GEOG 1988 Study Abroad Resident Credit (0-18 Credits)****GEOG 2000 Geographic Statistics (4 Credits)**

An introduction to statistics primarily for geography and environmental science students focusing on the scientific method, the nature of data, descriptive statistics, and analytical or inferential statistics. Enrollment restricted to Juniors and Seniors.

**GEOG 2020 Computer Cartography (4 Credits)**

Basic map design and execution using existing maps. Topics include map projections, symbolizing quantitative data, use of space, layout, compilation, verbal content, and the use of computer technology in design and production of maps.

**GEOG 2030 Field Methods (4 Credits)**

Part I, outdoor instruction in use of Brunton compass, level, plane table, and alidade; Part 2, data-gathering techniques and preparation for field work in urban problems.

**GEOG 2100 Introduction to Geographic Information Systems (GIS) (4 Credits)**

Overview of GIS, including background, development, trends, and prospects in this technological field; software package and hands-on exercises used to examine basic geographic concepts and spatial data characteristics associated with automated mapping, projections, scales, geocoding, coordinate referencing, and data structures for computerized land-based data bases.

**GEOG 2320 Andean Landscapes (4 Credits)**

This class introduces students to intensive field activities pertinent to the study of Andean individuals and societies. Students study the characteristics of people, activities, as well as landscapes across the locations of Lima, Cusco and Puno in Peru. This course focuses on geography, history, archaeology, anthropology, biology, ecology and sustainability issues surrounding the above mentioned destinations. This course involves moderate physical activity (Inca Trail hike).

**GEOG 2401 The Human Population (4 Credits)**

This course covers the fundamental concepts of demography with an emphasis on its relevance to inquiry in disciplines including economics, business, geography, environmental science, political science and sociology. This course includes computer laboratory work involving the exploration and analysis of census data using geographic information systems. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GEOG 2410 Economic Geography (4 Credits)**

Economic elements as spatially arranged, distribution of economic activities on the Earth's surface; market, resource and transportation factors in location theory.

**GEOG 2430 World Cities (4 Credits)**

The study of world cities from a geographical perspective emphasizes the following general topics: 1) worldwide urbanization and globalization processes; 2) the study of cities as nodes within global, regional, and national urban systems; 3) the internal spatial structure of land uses within cities; 4) the spatial dimensions of economic, social, political, and cultural processes in cities; and 5) environmental elements, involving human interrelationships with the natural environment in an urban setting. Urban patterns and processes are examined in each of the world's major regions, including in-depth analysis of focus case study cities.

**GEOG 2500 Sustainability & Human Society (4 Credits)**

Sustainability has become a catch phrase in discussions concerning the long-term viability of a number of phenomena, from the environment to the economy. Sustainability is commonly defined as meeting the needs of the current generation without compromising the ability of future generations to meet their needs. Students are introduced to issues inherent in discussions of sustainability. The major areas of focus include definitions of ecological and environmental sustainability, economic and political sustainability, and social justice, and various metrics used to assess sustainable behavior and practices. Students study the theory, principles and practices of sustainability, and participate in discussion and writing exercises based on lecture and readings.

**GEOG 2511 Principles of Sustainability - Honors (4 Credits)**

Principles of Sustainability introduces students to fundamental issues and concepts of Sustainability. This topic concerns the long-term viability of a number of phenomena, from the environment to the economy. Sustainability is commonly defined as meeting the needs of the current generation without compromising the ability of future generations to meet their needs. Students will be introduced to issues inherent in discussions of sustainability. The major areas of focus include definitions of ecological and environmental sustainability, economic and political sustainability, social justice, and various metrics used to assess sustainable behavior and practices. Students will study the theory, principles and practices of sustainability, and participate in discussion and writing exercises based on lecture and readings. This course counts toward the Scientific Inquiry: Society and Culture requirement. Enrollment restricted to students in the Honors Program.

**GEOG 2550 Issues in Sustainabilities (4 Credits)**

The capstone seminar focuses on a particular problem related to sustainability. Seminar topics vary by instructor, but include a combination of readings, discussion, guest speakers, a group project (either service learning or research), and individual research presentations. Prerequisite: GEOG 2500 and completion of all other requirements for the sustainability minor.

**GEOG 2608 Human Dimensions of Global Change (4 Credits)**

This course documents and explores the transformations of the global environment that have occurred in the last 300 years and relates them to contemporaneous changes in population and society. Students examine the complexity of human-induced environmental changes by looking at the various social, economic, political, institutional and behavioral components of these forces at work. By using various case studies, students examine the processes and spatial distributions of anthropological changes to the world's lands, freshwater, biota, oceans and atmosphere.

**GEOG 2700 Contemporary Environmental Issues (4 Credits)**

Principles, practices, issues, and status of care of environment; lectures, readings, and discussions focus on causes, effects, and mitigation of a selection of topical regional, national, and international environmental problems including Denver's air pollution, acid deposition, hazardous waste management, global warming, and tropical deforestation.

**GEOG 2701 Special Topics in Geography & Environmental Science (4 Credits)**

Special topics in geography and environmental science.

**GEOG 2730 Geography of Surfing (4 Credits)**

Surfing is often viewed simply as a recreational sport. But it is also so, so, much more. It is a multi-billion dollar global industry, a reflection of global climate patterns interacting with sedimentation regimes and the land, a globalizing culture diffusing from strong regional identities, and a reason to travel to exotic locations and explore the planet. This course uses geographic perspectives to study the many facets of the sport. Geography provides a perfect set of tools to study surfing ranging from the propagation of swells to the diffusion of culture. The goal of the course is to introduce students to the core analytical approaches used in Geography as well as for students to understand that surfing is much more than a recreational sport.

**GEOG 2750 Paleoenvironmental Field Methods (3 Credits)**

Paleoenvironmental Field Methods is a short course that focuses on the use of Quaternary paleoenvironmental research techniques, including extracting and interpreting sediment cores from wetlands and lakes to reconstruct and understand paleoclimatic events.

**GEOG 2810 Geography of Latin America (4 Credits)**

This course studies the countries and islands of Middle America; the interrelationships of peoples, resources and physical features. Cross listed with GEOG 4810.

**GEOG 2815 Geographies of Conquest: Christian, Jewish, and Islamic Societies in Andalusia (4 Credits)**

This course introduces students to the cultural landscapes, former and current, of the different societies that converged in Iberia. The class will focus on medieval Al-Andalus, the Islamic kingdoms that flourished there. During medieval times, Christian, Islamic, and Jewish societies lived side by side in an environment that oscillated between tolerance and open persecution. Science, art, scholarship, and political strategy motivated tolerance while religious fundamentalism and geopolitical considerations motivated persecution. This class will cover the human-environment interactions in the landscapes of Andalusia through an immersive field study and travel experience. This field class equals 4 academic credits. Over a period of 8 days we will visit the cities and surroundings of Madrid, Cordoba, Seville, and Granada in Spain where we will examine and compare cultural geography (past and present), history, and anthropological issues surrounding the communities that interacted in Al-Andalu.

**GEOG 2825 Biogeographies of Conservation (4 Credits)**

This course introduces students to the landscapes, biodiversity, societies, and human-environment interactions in mainland Tanzania and the island of Zanzibar through an intensive and immersive field study and travel experience. This field intensive class equals 4 academic credits. Over a period of 9 days we will visit the greater Serengeti ecosystem, Ngorongoro Crater, Olduvai Gorge, and the island of Zanzibar in Tanzania where we will examine and compare geography, cultures, history, archaeology, ecology, biodiversity, and sustainability issues. The environment in this part of East Africa offers unique challenges for wildlife and societies. By understanding the locations and patterns of human and animal activity there, students can better appreciate the circumstances affecting individuals and countries other than our own. Through observations, lectures, discussions, readings, assignments and immersion, the course will stress the development of in-situ critical thinking skills and the promotion of environmental sustainability, cultural diversity and global awareness. Fulfills biology, geography, environmental science, sustainability minor, and intercultural global studies minor requirements.

**GEOG 2830 Geography of Europe (4 Credits)**

A field course that examines relationships between humans and the environment in Europe. We study both urban and rural environments to understand the following questions: What are the elements (climate, vegetation, landforms) that characterize European natural landscapes? How have humans modified these natural landscapes? How have environmental conditions influenced human activities (e.g. agriculture, architecture, economic development)? How are these human activities manifested at the landscape scale, and how are they organized in geographic space? How have humans attempted to preserve natural landscapes? Prerequisites: GEOG 1201, GEOG 1202, GEOG 1203 and field quarter application process through the geography department.

**GEOG 2880 Geographies of South Africa (4 Credits)**

This travel course is designed to give students a first-hand look at the physical and cultural landscapes of South Africa. We will study the varied natural landscapes that produce the commodities (e.g., gold, diamonds, wine, and agriculture) that have attracted the interest of outsiders for centuries and that have influenced the cultural landscapes particular to South Africa. A systematic presentation of the geology of South Africa, and its human history, will unfold throughout our travels.

**GEOG 2988 Study Abroad Resident Credit (0-18 Credits)****GEOG 2990 Professional Development for Geography & Environmental Science (0 Credits)**

This course is designed to prepare graduating seniors for the transition to the working world or graduate study. Lectures and workshops focus on the use of LinkedIn and social media as a means of career networking, employment opportunities, professional development, and resume writing and related career services.

**GEOG 3000 Advanced Geographic Statistics (4 Credits)**

The second in a sequence of two courses that address general statistical applications particular to geography, environmental science and other disciplines dealing with a spatial dimension in the data they work with. The focus of this second course is on the more advanced multivariate statistical techniques. The course has a strong applied orientation as particular attention is given to which technique is the most appropriate to use for a given type of problem and how to interpret and apply the resulting statistics. Extensive use is made of computer statistics packages. Homework exercises involving such statistical techniques as multiple correlation and regression analysis, principle components analysis, discriminate analysis and canonical correlation. Prerequisite: GEOG 2000.

**GEOG 3010 Geographic Information Analysis (4 Credits)**

Reviews many basic statistical methods and applies them to various spatial datasets. In addition, several spatial statistical methods are applied to spatial datasets. This course is an in-depth study of the interface between GIS, spatial data, and statistical analysis. Preferred prerequisite: GEOG 2000. Prerequisite: GEOG 2100.

**GEOG 3030 Advanced Field Methods (4 Credits)**

Various field methods used by researchers in physical geography; techniques include field mapping, laboratory analyses, geologic field methods. Prerequisite: GEOG 1201 or equivalent.

**GEOG 3040 GPS for Resource Mapping (4 Credits)**

This course is an introduction to GPS (Global Positioning Systems) concepts, techniques, and applications as they relate to GIS data collection. Lectures focus on satellite surveying, GPS technology, error sources, program planning, data collection design, and Quality Control and Quality Assurance issues for data collection programs. Hands-on lab exercises include navigation, mission planning for a GPS survey, designing a field data collection plan and associated data dictionary, field data collection, differential correction, and data integration into a GIS and map production.

**GEOG 3100 Geospatial Data (4 Credits)**

This graduate-level course is designed to provide graduate students from a broad range of disciplines with the skills to carry out applied research tasks and projects requiring the integration of geographic information system technologies and geospatial data. Students are introduced to a collection of techniques and data sources with a focus on acquiring and integrating data. Legal, ethical, and institutional problems related to data acquisition for geospatial information systems are also discussed.

**GEOG 3110 GIS Modeling (4 Credits)**

This course focuses on the concepts and procedures used in discovering and applying relationships within and among maps. It extends the mapping and geo-query capabilities of GIS to map analysis and construction of spatial models. The course establishes a comprehensive framework that addresses a wide range of applications from natural resources to retail marketing. Topics include the nature of spatial data introduction to spatial statistics and surface modeling in the first five weeks followed by spatial analysis operations and modeling techniques in the second five weeks. The lectures, discussions and independent exercises provide a foundation for creative application of GIS technology in spatial reasoning and decision making.

**GEOG 3120 Environmental/GIS Modeling (4 Credits)**

Facing challenges brought by the dramatically changing global environment, environmental modeling is increasingly used to support geographical and environmental decision making (e.g., spatial conservation prioritization). Environmental modeling is concerned with the characterization, modeling and simulation of environmental phenomena and processes using conceptual and mathematical models. Environmental phenomena and processes taking place in the geographic space are regulated by spatial principles. They also interact with other phenomena or processes in the attribute space. For example, species distribution is not only constrained by spatial factors such as proximity to other species, but also influenced by environmental factors such as terrain and climatic conditions. Due to its superior capabilities of handling spatial data and modeling spatial and attribute relationships, geographic information system (GIS) provides the ideal tools for environmental modeling. This upper-level undergraduate/graduate-level course surveys the concepts and techniques of GIS supported environmental modeling in three general categories: 1) Modeling in the spatial domain where the focus is on modeling spatial principles (e.g., spatial autocorrelation); 2) Modeling in the attribute domain where the emphasis is on environmental correlations (e.g., environmental niche modeling); 3) Modeling in the combined spatial and attribute domain where both spatial principles and environmental correlations are exploited (e.g., geographically weighted regression). Throughout this course, several real-world applications are used to demonstrate the ideas, concepts, and techniques of GIS supported environmental modeling, including crime spatial pattern modeling, species distribution modeling, and soil-landscape modeling and mapping. Prerequisites: GEOG 2000 and GEOG 2100.

**GEOG 3130 GIS Programming with Python (4 Credits)**

This advanced course explores the more technical aspects of GIS functions and data structures. Students have hands-on access to both raster (grid-cell) and vector-based software packages in the form of lab exercises that culminate in a small student-designed GIS project. Prerequisite: GEOG 2100.

**GEOG 3140 GIS Database Design (4 Credits)**

Designing databases to provide a foundation for GIS functions and applications, including investigating techniques used for designing databases in non-spatial environments and learning the applicability to GIS problems. Building on concepts and techniques introduced in the first half to extend traditional techniques and methodologies to model the requirements of spatial problems. Students learn to translate the conceptual spatial model into a physical implementation specific to GIS products. Prerequisite: GEOG 2100 or GEOG 3100.

**GEOG 3160 Web GIS (4 Credits)**

With the development of internet technologies, the architecture of Geographic Information System (GIS) has evolved from the centralized desktop architecture to the distributed web architecture. Numerous web GIS applications are available (e.g., Google Map, Earth Explorer, and National Map). A web GIS application allows GIS analysts to access, manipulate, and visualize geospatial data from the web without the installation of GIS software. To facilitate the development of web GIS applications, geospatial technology vendors have provided application programming interfaces (APIs) through which GIS professionals can build customized web applications. This course focuses on the concepts and the development of web based GIS applications using industry-relevant geospatial APIs and core web technologies of HTML, CSS, and JavaScript. This is an upper-level undergraduate, to graduate-level course in GIS that introduces fundamental Web GIS concepts, applications and development kits. Concepts and techniques to be covered in this course include: • Web GIS concepts: system architecture, components, and workflow • Web programming languages: Hypertext Transfer Markup Language (HTML), Cascading Style Sheet (CSS) and JavaScript • Web mapping tools: ArcGIS online, Leaflet and their APIs. Prerequisites: GEOG 2100 and GEOG 3130.

**GEOG 3170 Geospatial Analysis Project (4 Credits)**

This course provides an opportunity for students to apply geospatial data analysis to real-world applications. Students will work as a team to develop a project that requires GIS analysis and/or application development, design a project work flow and management plan, and implement a solution. Students will demonstrate competence in GIS techniques, geospatial data analysis, and project management at a professional level. Instructor permission required.

**GEOG 3190 Lidar: Theory and Applications (4 Credits)**

Overview: Lidar (Light Detection and Ranging) is an active remote sensing system that uses laser pulses to measure the distance between the sensor and a surface or objects. Lidar has become an established method for collecting very dense and accurate elevation values, as well as for characterizing the three-dimensional structure of vegetation and urban land cover. In this course, we will build an understanding of the physical principles behind lidar, develop experience working with Lidar datasets, and survey a wide array of lidar applications for mapping and natural resource management. The course will culminate with a student-directed final project. Prerequisites: GEOG 2100 or GEOG 3200.

**GEOG 3200 Remote Sensing (4 Credits)**

This course acquaints students with the basic techniques of the collection, processing and interpretation of information about the character of the earth's surface from remote locations. Students become familiar with the use of the visible, infrared, thermal and microwave portions of the electromagnetic spectrum as a means of determining land cover and/or land use. Both manual and computer-assisted techniques are discussed and include hands-on applications.

**GEOG 3230 Advanced Remote Sensing (4 Credits)**

This course will build on the basic remote sensing concepts presented in GEOG 3200. Students will explore more in-depth concepts relevant to satellite and airborne remote sensing, including radiative transfer and information extraction. In addition, students will be introduced to two cutting-edge sources of data about the Earth's surface: hyperspectral and lidar (Light Detection and Ranging) sensors. Students will study specific applications of advanced digital image processing techniques for environmental monitoring, natural resource management, and land-use planning. Finally, students will integrate remote sensing and other spatial datasets in the context of Geographic Information System (GIS) analysis. Prerequisite: GEOG 3200.

**GEOG 3300 Cultural Geography (4 Credits)**

Themes and methods of cultural geography including cultural area, landscape, history and ecology.



**GEOG 3310 Culture/Nature/Economics-Human Ecology (4 Credits)**

Cultural adaptation, livelihood strategies and environmental modification among subsistence and peasant societies: responses of such groups to technological change and economic integration.

**GEOG 3330 Political Geography (4 Credits)****GEOG 3340 Geographies of Migration (4 Credits)**

This course explores contemporary movement of people across international borders and the social, cultural, political, economic, and environmental repercussions of such movements. The class looks at the global flow of people across national boundaries and the ways in which these dispersed peoples build and maintain social networks across national borders. While doing so, we address the role of globalization in international migration processes. What motivates people to move long distances, often across several international borders and at considerable financial and psychological cost? How do migrants change—and how in turn do they bring change, social as well as economic, to new destinations as well as places left behind? This course examines politics and patterns of migration, transnational migration, and immigration to the United States.

**GEOG 3350 Qualitative Methods in Geography (4 Credits)**

This course focuses upon qualitative methods in the production of geographic knowledge. Qualitative methods are widely employed by geographers to understand patterns and underlying processes of human and human-environment issues in society. The course is designed to expose participants to the theories, purpose, scope, and procedures of qualitative research. Specific topics include: epistemological theories (ways of knowing); ethics and power in research; research design; data collection techniques in interviewing, participant observation and landscape interpretation, discourse and archive analysis, and case studies; data analysis; and writing and disseminating qualitative findings.

**GEOG 3400 Urban Landscapes (4 Credits)**

Urbanization as a process; national urban systems; internal spatial structure of cities; role of transportation in urban development; location of residential, commercial and industrial activities; agglomeration economies; residential congregation and segregation; environmental justice; urban growth and growth coalitions; decentralization and urban sprawl; edge cities; impacts on the urban environment; world cities; globalization.

**GEOG 3410 Urban Applications in GIS (4 Credits)**

This course uses the tools of geographic information systems (GIS) to explore concepts of traditional urban geography, including defining cities/metropolis, internal urban structures, urban systems, industrial location, social and residential patterns, urban form, environmental problems, and urban planning. The course allows students to practice fundamental skills in GIS (e.g., working with attribute tables, spatial analysis, spatial queries) and cartography (map design, color theory, display of information). Depending on the quarter, students pursue individual projects of interest or client-based projects. Prerequisite: GEOG 2100 or GEOG 3100 or equivalent.

**GEOG 3420 Urban and Regional Planning (4 Credits)**

Historical evolution of planning theory and practices; comprehensive planning process; legal, political, economic, social, environmental aspects of urban planning; urban design; urban renewal and community development; transportation planning; economic development planning; growth management; environmental and energy planning; planning for metropolitan regions; national planning.

**GEOG 3425 Urban Sustainability (4 Credits)**

The 21st century is being called the 'century of the city.' Now more than ever, humans across the globe call the city their home. Many of the world's most pressing crises are manifest in cities, including: greenhouse gas emissions, land degradation, high mass production and consumption, widespread poverty and hunger, and expanding socio-economic disparities. As 'sustainability' becomes part of mainstream discourse, this course explores what sustainability means for urban contexts around the globe. Arguably, the city has the potential to be the most efficient, equitable, and environmental form of modern human settlement. Covering all dimensions of sustainability from a social science perspective, this course focuses on theoretical groundings, practices of urban sustainability, and new research agendas. Major topics include cities and nature; planning and land use; urban form; community and neighborhoods; transportation systems and accessibility; livelihood and urban economies; and social justice and the city.

**GEOG 3440 Urban Transportation Planning (4 Credits)**

A specialized course in the urban planning sequence focusing on issues, practices and policies of urban transportation planning. Recommended for anyone interested in timely transportation topics, such as the feasibility and impacts of light rail transit, the planning and implementation of highway projects, and the role of freight and passenger transportation companies in transportation planning.

**GEOG 3445 Sustainability and Transportation (4 Credits)**

Sustainable transportation aims at promoting better and healthier ways of meeting individual and community needs while reducing the social and environmental impacts of current mobility practices. Given the importance of transport for economic growth, the uncertainties surrounding the availability and price of future sources of energy for transport use, as well as the social and environmental externalities of currently-utilized transport modes, it is imperative that more sustainable ways of providing transportation be developed and utilized.

**GEOG 3450 Transportation and Mobilities (4 Credits)**

The geographical study of transport has grown considerably and become more diverse, encompassing new areas of inquiry generated from economic, urban, environmental, political, social, and cultural geography, as well as from transport geography itself. The most notable expansion has been in the area of 'mobilities' research, which is focused on the social aspects of mobility, including both the large-scale movements of people, objects, capital, and information across the world, as well as the more local processes of daily transportation, movement through public space and the travel of material things within everyday life.

**GEOG 3460 Air Transportation, High-Speed Rail and Tourism (4 Credits)**

This course delves into the world of commercial air passenger transportation, studying the foundations of the industry, its role in the travel and tourism, and strategies for the future. Foundational topics include the history and geography of air transportation, air travel and tourism, the geography of tourism, airline corporate cultures, the role of government, aviation law, regulation, deregulation, and globalization. Study of the principal elements of airline economics, finance, planning, management, operations, pricing, promotion, cost containment, marketing, and policy provide the opportunity for consideration of strategic options within the contemporary airline industry. Further discussion focuses on the planning and management of airport and airway system infrastructure, the issue of sustainable air transportation, and the role of the airline industry within the context of intermodalism. Cross listed with GEOG 4460.

**GEOG 3500 Reconstructing Quaternary Environments (4 Credits)**

Nature, magnitude, sequence and causes of Pleistocene and Holocene climatic changes; effects of climatic change on plant/animal distributions and human populations; paleoclimatic research methods. Laboratory and field trips. Prerequisites: GEOG core, ENVI 3000.

**GEOG 3510 Biogeography (4 Credits)**

Biogeography focuses on present and past distributions of plants and animals. In this course we consider a number of themes central to biogeography, including plate tectonics and biogeography, the effects of climate change of plant and animal distributions, biogeographic realms, island biogeography, biodiversity, human impacts on plants and animals, and the origins of agriculture.

**GEOG 3520 Geography of Soils (4 Credits)**

Spatial variation in soil characteristics; soil processes, soil morphology, their application in soil studies. Prerequisite: GEOG 1201-1203 Environmental Systems or instructor's permission.

**GEOG 3550 Topics in Physical Geography (1-5 Credits)**

Investigations into various aspects of physical environment.

**GEOG 3560 Fluvial Geomorphology (4 Credits)**

Examines how water and sediment interact at Earth's surface to create a variety of landforms ranging from small rills to continental-scale river systems. Introduces fundamental fluvial processes or channel hydraulics and sediment transport. Examines common fluvial landforms including alluvial streams, bedrock streams, floodplains and alluvial fans. Combines traditional lectures and in-class discussions with numerous field excursions to rivers in the Rocky Mountains and Great Plains. Prerequisite: GEOG 1203, GEOG 1218, or GEOG 1266.

**GEOG 3600 Meteorology (4 Credits)**

The basic theory and skills of weather forecasting. Topics include thorough coverage of atmosphere dynamics and thermodynamics, the evolution of various weather types, the mechanics of storm systems (cyclones, severe storms, hurricanes), creation and interpretation of weather maps, and forecasting techniques.

**GEOG 3610 Climatology (4 Credits)**

Climatology is the study of the processes that result in spatial and temporal variation of weather. This course introduces the student to the processes responsible for the transfer of matter and energy between the Earth's surface and the atmosphere and the average weather conditions that result. In addition, topics of global concern, such as greenhouse effect, El Nino, urban heat islands and acid rain, are discussed. Laboratory exercises provide an opportunity to investigate climate variation and climatic change through the use of a variety of computer simulations. Prerequisites: GEOG 1201, GEOG 1216, & GEOG 1264.

**GEOG 3620 Applied Climatology (4 Credits)**

Climatic impact on environmental systems and human behavior; techniques to investigate climatic characteristics of environmental extremes (floods, blizzards), urban climatology and socioeconomic impacts of climate. Prerequisite: GEOG 1201. Recommended Prerequisite: GEOG 3600 or GEOG 3610.

**GEOG 3630 Dendroclimatology (2-4 Credits)**

Systematic variations in tree ring width and/or density can be used to reconstruct changes in precipitation or temperature well before humans were around to record the variability. This class utilizes hands on methods to introduce the fundamental principles of dendroclimatology. Through readings and lectures, students will learn how tree ring growth can be correlated to climate change. Students will then undertake several research projects to reconstruct past climate variability in the Denver metro area using tree rings. Prerequisite: permission of instructor.

**GEOG 3640 Climate Change and Society (4 Credits)**

The science of anthropogenic climate change will be presented with an emphasis on critical evaluation of the evidence of climate change and future scenarios and migration strategies. Students will be introduced to the latest climate change research, including the Intergovernmental Panel on Climate Change report, and the most recent literature from the field. The societal and cultural implications of climate change will also be discussed. Prerequisites: GEOG 1201, GEOG 1216, or GEOG 1264.

**GEOG 3701 Topics in Geographic Information Science (1-4 Credits)**

Topics vary by instructor.

**GEOG 3720 Mountain Environments and Sustainability (4 Credits)**

Mountain Environments and Sustainability explores the unique physical and cultural aspects of high relief and/or high altitude environments. Covering one quarter of the Earth's land surface, mountains directly or indirectly impact the lives of millions of people. We examine the significance of mountains to climate, water resources, and human activities, and discuss the sustainability of these environments and communities in light of rapid changes in many mountain regions resulting from anthropogenic factors and global change. GEOG 1201, 1202, and 1203 or instructor approval.

**GEOG 3750 Topics in Human-Environment Interactions (1-4 Credits)**

This course investigates various aspects of the relationships between human societies and the natural environment.

**GEOG 3755 Geography of Health (4 Credits)**

The geography of health is a thriving area of study that considers the impact of natural, built, and social environments on human health. This course introduces students to three geographical contributions to health studies. First, it emphasizes the importance of ecological approaches to health, which consider interactions between humans and their environments, including topics such as how climate change might influence disease distributions, and how the built environment can influence patterns of physical activity. A second focus is social theory, exploring how aspects such as race, socioeconomic status, and identity play a critical role in influencing human health. A third section of the course considers how spatial methods (cartography, GIS, and spatial statistics) can help answer health-related questions.

**GEOG 3800 Geography of Colorado (4 Credits)**

This course focuses on the physical and human geography of Colorado, a state that includes the western Great Plains, the southern Rocky Mountains, and the eastern Colorado Plateau. Colorado's varied natural landscapes provide equally varied settings for human settlement and resource use. Recommended Prerequisites: GEOG 1201, GEOG 1202, and GEOG 1203.

**GEOG 3820 Kiwis and Kauris: Sustainability in New Zealand (4 Credits)**

With its tourist tagline of "100% Pure New Zealand," New Zealand prides itself as a world leader in sustainability, with great efforts made towards sustainable use of resources and renewable energy, conservation of indigenous species, and integration of indigenous Maori understandings of the land into sustainability approaches. At the same time, New Zealand faces significant sustainability challenges, particularly related to climate change, invasive species, continued reliance on extractive industries, and histories of oppression/exploitation of native peoples. This class uses a field-based case study approach to unpick some of these complex issues, as we visit local sites and explore topics such as preserving native species, sustainable resource use, ecotourism, and indigeneity.

**GEOG 3825 Geographies of International Development in Africa (4 Credits)**

What are the historical roots of (under)development in sub-Saharan Africa? How is sub-Saharan Africa typically depicted in the media? How can we explain the fact that the Niger Delta provides the bulk of Nigeria's revenue, and yet, it remains the poorest part of the country? Is climate change the major cause of persistent food insecurity in the drylands of Ethiopia and Burkina Faso? How can we make sense of the uneven geography of poverty in Ghana? What explains urban food insecurity in Cape Town, or land struggles in rural South Africa? What are the social processes underlying the spatial disparity in health status in Malawi, or gender differences in HIV rates in Nyanza province, Kenya? And why do land users often resist state conservation efforts in Tanzania? These are some of the critical questions explored in this course. The primary aim is to provide a critical introduction to the geography of sub-Saharan Africa. We will begin by exploring how "the Africa story" is told by the media, scholars and policymakers. Attention will then shift to understanding the key historical processes that shape (under)development in the region. We will cover a broad range of topics, including governance, colonial history, debt and structural adjustment, foreign aid, food and agriculture, gender, climate change, land grabbing, health, population growth, migration, remittances, and resource extraction. We cannot possibly cover all these topics in greater detail; indeed, some are too vast and complex. We will however use specific case studies to illustrate and discuss each of the topics.

**GEOG 3835 Sustainability in South Florida: The Everglades and Florida Keys (4 Credits)**

South Florida represents a unique region in the United States and faces the challenge of trying to balance a tourist economy with protection of natural landscapes and resources. The region's significant sustainability challenges include: climate change (particularly sea level rise), invasive species, fisheries management, and landscape protection. This class uses a field-based case study approach to unpick some of these complex issues as we visit local sites and explore topics such as protecting native species, sustainable resource use, and ecotourism.

**GEOG 3840 Water Resource Analysis (4 Credits)**

The focus of this course is on complex policy, economic and local, national and international, and political issues surrounding resource use in the western U.S. Issues include exploitation of nonrenewable and renewable energy and mineral resources; and flexible responses to changing public policy.

**GEOG 3860 GIS Applications and Natural Resources (4 Credits)**

In this course we will use a case study approach to examine domestic and international natural resources such as oil, coal, timber, minerals, and recycled materials. We will use a case study approach to look at resource distribution, and the environmental impacts of extraction, production, and disposal, as well as the legal and economic context. We will use GIS data and analysis to enhance our understanding of these case studies, and students will do a project and paper using GIS data and image analysis at a local, regional or global scale. Prerequisite: Introduction to GIS or Introduction to GIS Modeling.

**GEOG 3870 Water Resources & Sustainability (4 Credits)**

In this course, we look at water as both a local and global resource and examine what sustainability means for human and ecological realms. After an overview of the physical processes that drive the hydrologic cycle, surface and groundwater hydrology, we examine how we humans have harnessed water for our use and how we both alter and treat its quality. We examine the legal aspects of water allocation in the U.S. and the groups and agencies that are most involved in managing and overseeing water issues. Finally, we examine the most pressing water "issues" related to wildlife, development, scarcity and conflict. We look forward to imagining the power of both the individual and the collective in meeting our future, global water needs.

**GEOG 3890 Ecological Economics (4 Credits)**

Ecological Economics is an emerging transdisciplinary endeavor that reintegrates the natural and social sciences toward the goal of developing a united understanding of natural and human-dominated ecosystems and designing a sustainable and desirable future for humans on a materially finite planet. In this course we start with a basic overview and summary of the neo-classical economic perspective with a particular focus on the recognized market failures of public goods, common property, and externalities. We begin with a reconceptualization of economic theory by imposing scientific constraints (e.g. conservation of mass and energy, the laws of thermodynamics, evolutionary theory, etc.). Using the ideas developed in this reconceptualization of economic theory we explore the implications for international trade and myriad public policies associated with the ethical, environmental, and economic aspects of sustainability.

**GEOG 3910 Geomorphology (4 Credits)**

An advanced course that examines how Earth's landforms are created by a range of physical processes. Most landforms can be viewed as a result of some combination of erosion, transport and deposition of rock, soil and sediment. The most common agents causing these geomorphic processes are water, wind, ice and waves. This course examines the processes responsible for eroding, transporting and depositing earth materials and compares these processes with the resulting landforms. Prerequisites: GEOG 1202 or GEOG 1217 or instructor's permission.

**GEOG 3920 Remote Sensing Seminar (4 Credits)**

Special topics in advanced remote sensing.

**GEOG 3930 Cultural Geography Seminar (4 Credits)**

Topics, methods and current research in cultural geography.

**GEOG 3940 Urban Geography Seminar (4 Credits)**

International comparison of economic and social, positive and negative aspects of urban systems.

**GEOG 3950 Physical Geography Seminar (2-4 Credits)****GEOG 3955 Pollen Analysis Seminar (3 Credits)**

Pollen grains preserved in sediment provide long-term records of vegetation conditions. Changing proportions of pollen types may reflect climatic fluctuation or human impacts. We review important recent research in pollen analysis (palynology), pollen sampling, laboratory techniques and pollen identification. Students are responsible for counting a number of samples and contributing data for a pollen diagram.

**GEOG 3990 Undergraduate Research Seminar (1 Credit)**

This course is designed to prepare students who will participate in faculty-supervised summer research projects. Students are introduced to research design, use of the scientific method, research expectations and reporting of results. Preparation of formal research proposal with adviser.

**GEOG 3991 Independent Study (1-5 Credits)****GEOG 3995 Independent Research (1-5 Credits)****GEOG 3999 Geographic Internship (0-5 Credits)**

Supervised internship in a government office at local, state or federal level or within private sector. Prerequisite: permission of instructor.

## Geology (GEOL)

**GEOL 2020 Historical Geology (4 Credits)**

Historical geology is the study of the evolution of Earth through geologic time. Geologic features such as rock types and fossils are used to interpret and date past events. This course specifically introduces the basic geologic principles underlying historical geology, the geologic evolution of North America, and the evolution of life on Earth.

**GEOL 2400 Geology and Ecology of the Southwest (5 Credits)**

This field class emphasizes firsthand observations of the interactions among environmental properties (including substrate geology, soils, and climate) and natural vegetation in the Colorado Front Range, Rio Grande Rift, and Chihuahuan desert regions of New Mexico and southeastern Arizona. The course also examines Pliocene and Quaternary volcanism in southern Colorado and New Mexico in addition to Paleozoic and Mesozoic geology along the uplands of the Rio Grande Rift. Prerequisite: permission of instructor.

**GEOL 3100 Environmental Geology (4 Credits)**

Environmental geology examines geologic hazards, both natural and those attributable to human impacts on the environment from urban and regional development. Specific topics may include disposal of municipal solid waste and radioactive waste; flood, earthquake, volcanic hazards; groundwater pollution and withdrawal; mass-wasting phenomena; and energy-related issues. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission.

**GEOL 3200 Sedimentology/Stratigraphy (4 Credits)**

This course reviews the origin, geologic history, and depositional environments of sediments and sedimentary rocks. Course work concentrates on the identification of sedimentary rocks and depositional environments by first-hand observations of rocks in the Denver area. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission.

**GEOL 3540 Hydrology (4 Credits)**

This course provides an overview of the hydrologic cycle with emphasis placed on the study of applied hydrology. Discussions include the fundamental characteristics of precipitation, runoff processes, calculation of flood hazards, aquifers (porosity and permeability), the geologic settings of groundwater, the basic physics of groundwater flow, and water supply and use. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission. Recommended prerequisite: one introductory statistics course.

**GEOL 3900 Geomorphology Seminar (1-5 Credits)**

Hill slopes comprise the vast majority of the Earth's land surface. It is upon these surfaces that nearly all of the human population must exist and, hopefully, flourish. Hill slopes assume various forms, and their shape influences their utility for various human endeavors. Numerous geomorphic processes operate upon hill slopes to determine their form, and human activities strongly influence the frequency and magnitude of these geomorphic processes. Consequently, hill slopes are an interface between the Earth and the human population. Prerequisite: GEOL 3010 or permission of instructor.

**GEOL 3991 Independent Study (1-5 Credits)**

## History

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History analyzes the social, economic, political and intellectual changes that occur over the whole of recorded time. It prepares students to confront and manage change. The Department of History requires that students have an exposure to the broad sweep of human history, experience in comparisons across cultures, and a research seminar. The analytical and writing skills involved in a history major are valuable preparation for a number of fields. History graduates often pursue graduate work in a variety of fields, or enter careers in journalism, government, foreign service, international business, historic preservation, teaching or museum work.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Code	Title	Credits
44 credits, including the following:		
<b>Required Courses</b>		
HIST 2998	Issues in Comparative History	4
HIST 2990	What is History?	4
HIST 3989	Senior Seminar I	4
HIST 3990	Senior Seminar II	4
One 1000-level History Courses		4
Two 2000-level History Courses		8
Two 3000-level History Courses		8
<b>Electives</b>		8
Two Elective History Courses (can be any level)		
In order to fulfill our distribution requirements, students must take courses in at least four of the following seven subfields: United States, Europe, Premodern, Latin America, Asia, Middle East, Africa		
<b>Total Credits</b>		<b>44</b>

Students may be given elective credit for high school Advanced Placement (AP) or International Baccalaureate (IB) examination scores, at the discretion of the chair of the department. Ordinarily, no more than 4 credits of AP or IB work may go toward the history major.

## Secondary Major

### Secondary Major Requirements

44 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

20 credits in history, of which at least 8 must be at the 2000 or 3000 level.

## Requirements for Distinction in the Major in History

Students may want to consider and plan for achieving Departmental Distinction in the major. This designation is given to students who maintain a high GPA in the major and are willing to do additional coursework. In the Spring of 2020, the History Department faculty voted to adopt new requirements for Departmental Distinction. These requirements are:

1. Students must take a total of four 3000-level classes instead of the required two 3000-level classes. Given that two or three 3000-level classes are offered every quarter, history majors should plan for this when fulfilling their major requirements and be mindful of the 60-credit limit within the major.
2. Students should maintain at least a A- (3.7) average in the major with a minimum grade of B+ in Senior Seminar I OR maintain at least a B+ (3.3) average in the major with a minimum grade of A- in Senior Seminar I.
3. At the end of Senior Seminar II, students must successfully defend their thesis in front of a faculty committee. The committee shall consist of at least three history department faculty members and will include the student's thesis adviser. Thesis defenses will be scheduled toward the end of winter quarter.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence	4
SI Society		4 AI Society or SI Society		4 AI Society or SI Society	4
HIST 1XXX <sup>1</sup>		4 HIST 2XXX		4 Minor or Elective	4
		<b>16</b>		<b>16</b>	<b>16</b>

Total Credits: 48

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence	4
HIST 2XXX		4 HIST 2XXX		4 Minor or Elective	4
Minor or Elective		4 AI Natural		4 Minor or Elective	4
Minor or Elective		4 Minor or Elective		4 HIST 3XXX	4
		<b>16</b>		<b>16</b>	<b>12</b>

Total Credits: 44

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
HIST 2XXX		4 ASEM		4 Minor or Elective	4
Minor or Elective		4 HIST 2998 <sup>2</sup>		4 HIST 2990 <sup>3</sup>	4
Minor or Elective		4 HIST 3XXX		4 Minor or Elective	4
Minor or Elective		4 Minor or Elective		4 Minor or Elective	4
		<b>16</b>		<b>16</b>	<b>16</b>

Total Credits: 48

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
HIST 3989 <sup>4</sup>		4 HIST 3990 <sup>5</sup>		4 Minor or Elective	4
Minor or Elective		4 Minor or Elective		4 Minor or Elective	4
Minor or Elective		4 Minor or Elective		4 Minor or Elective	4
Minor or Elective		Minor or Elective		4 Minor or Elective	4
		<b>12</b>		<b>16</b>	<b>12</b>

Total Credits: 40

<sup>1</sup> Fulfills one Analytical Inquiry: Society and Culture requirement.

<sup>2</sup> Course only offered in Winter. May be repeated for credit at the discretion of the chair as the topic is different each year.

<sup>3</sup> Course only offered in Spring. Must be taken prior to HIST 3989.

<sup>4</sup> Must be taken fall of senior year.



<sup>5</sup> Must be taken winter of senior year.

#### **HIST 1110 Ancient Rome (4 Credits)**

This course examines the history and culture of Rome from earliest times to the death of Augustus in A.D. 14. We look at political and military developments of Rome as it went from a monarchy, a republic, and an empire. We also study social and cultural aspects of the Romans, who originally were simple pastoralists living along the Tiber but in time became rulers of the entire Mediterranean region. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **HIST 1240 Comparative History of Medicine (4 Credits)**

This class examines the development of different traditions of medicine, comparing the history of modern scientific medicine with the histories of various forms of what today is called "alternative medicine." It requires no previous background in science, medicine, or history, but is meant to engage students interested in any one of those fields. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **HIST 1250 Food in East Asian History (4 Credits)**

This class examines the relationship between food and health in East Asian history. We focus on how that relationship, and the way people understood it, changed over the past century and a half. In other words, we focus not only on how (and what) people in East Asia have eaten, but also on how they have thought about eating. This course asks how western dietary ideas and practices have interacted with traditional East Asian ideas and practices over the past century and a half. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **HIST 1260 Modern South Asian History (4 Credits)**

This course will explore the modern history of the subcontinent, through the colonial experience to the postcolonial construction and division of nations, with a particular focus on India, Pakistan, and Bangladesh (although students are also welcome to take on optional readings on Sri Lanka, Afghanistan, and Nepal, among others). The course will consider the legacy of colonialism in India, and debates over whether postcoloniality is really "post." We will explore the history of nationalisms – state, ethnic, religious, and linguistic – and the ramifications of Partition and the wars over Bangladesh and Kashmir. This course will also explore the history of South Asia in the rest of the world, through the migration of its diaspora and its role in the Bandung moments of Afro-Asian solidarity in the global struggle against oppression. We will take into account discourses regarding tradition and modernity, democracy and secularism, and the terms "freedom" and "terror" – and what this means for the lived experiences of South Asians in today's world. Readings will include historical accounts, theoretical texts, films and literature, as well as primary sources. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **HIST 1320 European Culture in the World Wars (4 Credits)**

This course covers the history of Europe in the first half of the twentieth century—a time of crisis, extreme violence, and fascinating cultural production. Within the context of war, economic crisis and political extremism, we study the ways in which artists, writers, composers and film makers responded to the dramatic events they witnessed. We also examine European governments' attempts to shape public opinion through propaganda and mass media. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **HIST 1330 History of Ireland (4 Credits)**

We examine the creation of modern Ireland from the 16th-Century to the present, including a brief discussion of the Celtic and Medieval periods. Major themes of analysis and discussion include changing definitions and representations of 'Irishness', competing questions of identity and national membership and how these debates influenced the development of various nationalist movements in both the past and the present. The role of women, gender, violence, emigration, and other social and geographical factors within Irish society are used to examine Ireland's evolution into a modern state and its relationship with the United States, Britain, and the rest of Europe. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **HIST 1340 The British Monarchy (4 Credits)**

This course explores the role of the monarchy in British society from Elizabeth I in the Sixteenth Century to Elizabeth II, the current Queen. We discuss how monarchs adapted to changing political situations and how they attempted to shape public perceptions. We also explore the ways in which expectations of the monarch have changed, from an almost absolute ruler to a constitutional monarch whose role has become largely ceremonial. Over the course of the nearly five hundred years covered in this period, Britain experienced a regicide, the forcible overthrow of a king, and a voluntary abdication, yet the institution of monarchy has proven remarkably resilient. In the twentieth century, as the royal family struggled with a series of scandals, some came to believe that the institution had run its course and was due for abolition, but today public fascination with royalty remains strong. We focus on the relationship between the public image of the monarchy and its political role as a way of understanding broader changes in British society in the modern era. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **HIST 1350 History of the British Empire (4 Credits)**

This course explores the rise and fall of the British Empire from its origins during the English conquests of Wales, Scotland and Ireland; explorations of the world, through commercial expansion under the British East India Company; the rise of Britain as the preeminent world imperial power during the 19th century and its eventual decline and legacy during the late 20th century. Using a variety of secondary articles, primary sources, films and monographs, this course analyzes highly debated issues including the interconnected nature of British society and developments out in the Empire, both cultural and political; the important role that women, gender, and racial ideologies played in British dominance of one quarter of the globe; how the empire and representations of Empire changed over the century; and finally, the impact of that empire upon issues of identity and population in a post-colonial Britain. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1360 World War One (4 Credits)**

Historians have argued that the First World War definitively shaped the twentieth century. It set the stage for World War II; it redefined the role of government in citizens' lives; it brought technology full-force into power struggles between nations; it simultaneously birthed communism and fascism; and it desensitized entire generations to violence and brutality. In this class, students explore this very dramatic and influential war. Students unfamiliar with the war will more firmly grasp the historical significance of the event while students who may be familiar with the war will gain new insights and interpretation of how the war was conducted and why the war mattered. Students read the words and thoughts of those who participated in the war, as well as interpretations of the war by military, social, and political historians. This course counts toward the Analytical Inquiry: Society and Culture requirement. There are no prerequisites for this class.

**HIST 1370 Monks, Merchants, and Monsters: Medieval Travelers (4 Credits)**

When we think of the Middle Ages we tend to think a static and isolated world, one without the benefits of fast travel or the convenience of easy communication via cell phones and e-mail, a world where much of the map was blank or contained the ominous words 'Here There Be Dragons.' And yet even in this period enterprising and intrepid men and women were on the move, exploring new places and meeting new peoples. In this course we will examine a number of different medieval travelers, from missionaries and religious pilgrims to merchants and diplomats, to explore how and why medieval people left home, and how these voyages shaped not just the travelers themselves but the lands they came from and those they entered. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1380 Barbarians at the Gates: Civilization and the Other in the Pre Modern World (4 Credits)**

From the birth of the first cities in Mesopotamia in c. 7000 BCE writers and thinkers have been concerned with the peoples who lived beyond their walls. The Ancient Greeks coined the term "Barbarian" and this word continues to have incredible resonance even today. This course will look at a variety of pre-modern primary sources, from the very first written epic all the way to the discovery of America to examine how ideas of civilization and barbarism are created and used by pre-modern authors to understand both the world around them and their own identities. As we engage with these sources we will also work to see how these pre-modern events and ideas continue to impact our own conception of the past and our present. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1510 War and the Presidency (4 Credits)**

This course examines four wars in American history and the relationship of those wars to the sitting presidents. Together we explore the reciprocal influence of Abraham Lincoln and the Civil War, Woodrow Wilson and World War I, Franklin Roosevelt and World War II, and Lyndon Johnson and the Vietnam War. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1520 Immigrant Voices in Modern America (4 Credits)**

This United States has aptly been called "a nation of immigrants." In this course, we explore the immigrant experience of the last century by examining different forms of personal testimony--autobiographies, diaries, novels, personal correspondence, and oral histories. Listening to these various immigrant voices helps us to understand the processes at work as newcomers and their children (first- and second-generation immigrants) struggled to achieve economic stability and to define their identity as Americans. The course readings as well as the student projects are intended as instruments with which to assess the influence of old world customs, religion, education, work, gender and anti-immigrant prejudice in shaping the process of adaptation to American society. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1530 History of the United States since 1865 (4 Credits)**

From the devastation left by slavery and the Civil War to the dizzying changes brought by globalization in our own time, this course sweeps through the last 150 years of the American experience. We wrestle with questions like the following: How did the Industrial Revolution, the Great Depression, two world wars and the Cold War change America, and ordinary Americans' everyday lives, and what legacies did these events leave for our own day? How have Americans defined and divided themselves--by race, gender, class, or otherwise--and how have such categories shifted over time? Where did we get our political parties and ideologies? Our work habits and habits of play? Our ideas about "big business," "big government," "American exceptionalism," or the "American dream"? As we consider these and other big questions, we also explore how historians make sense of U.S. history, and how we can make it relevant to our own times and our own lives. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1550 America in the Sixties (4 Credits)**

This course examines one of the most tumultuous eras in U.S. history, its role in the reshaping of American life after World War II, and its legacies for the present. What constitutes "the sixties"? Was it an era of discord, dissolution, and decline, or of empowerment and democratization? Together we sort through conflicting perceptions of the period and closely examine some of the most salient issues of the decade - including the war in Vietnam, ethnic and race relations, youth culture, feminism and gay liberation, and the rise of conservatism. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1560 Seeing Red: Native Americans and Photography (4 Credits)**

The struggle over whether the photographic record would include only representations of the savage (dead savage, noble savage, the disappearing savage, Indian chief, Indian warrior, Indian shaman, Indian maiden), or would expand to include Native realities (the threat of violence, bureaucratic control, family relationships, traditional culture, engagement with modernity, humor/irony, and aesthetic sovereignty) has been fought throughout photography's 200-year history. This course introduces students to photographic visual analysis and an abbreviated history of Native Americans and photography. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1570 Pioneering in Colorado: Land, Bodies, & Violences in the Sand Creek Massacre (4 Credits)**

This course uses critical analysis of primary sources to understand Sand Creek as a crucial site necessary to understand the history of Colorado and Denver University. Students will critically read and analyze primary source documents including newspaper articles, testimonies from massacre participants and survivors, artwork, material culture, letters, oral history, music, and proclamations to understand Sand Creek as a place and a history related to the creation of Colorado and Denver University. Additionally, the class will visit specific sites associated with Sand Creek to understand place-making and memorialization as a function of historical meaning-making and analysis. These sites include the Sand Creek Massacre site, History Colorado, the Silas Soule memorial plaque, and Riverside Cemetery (where Silas Soule and Joseph Cramer are buried). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1600 Jews in the Islamic World, 632 C.E. - 1948 C.E. (4 Credits)**

This course deals with Jewish history in the Islamic world from the death of Muhammad to the establishment of the state of Israel. Students are exposed to the political, social, and economic histories of various Jewish communities, many of which no longer exist, in numerous Islamic empires and/or political units. While studying these communities we also compare the treatment of Jews under Islamic rule to the treatment of Jews under Christian rule and the treatment of Christians under Islamic rule. Cross listed with JUST 1600. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1610 The History of the Crusades: 1095-1300 (4 Credits)**

This course traces the origins and development of the Crusading movement as well as its impact on Christian, Muslim, and Jewish society in Europe and the Middle East from the 11th through the 14th centuries C.E. This course also examines ideas of Christian/Muslim/Jewish difference in this period. We pay special attention to primary source material. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1705 Modern African History (4 Credits)**

This course is a survey and introduction to modern African history from the late 19th century to the present. We will explore the period of European colonialism and its postcolonial legacy, focusing on the experiences of Africans at this time. Themes addressed in this class will include gender, age, class, race and ethnicity, and the historical legacies of both the precolonial and colonial eras to the construction of the postcolonial nation-state. Assignments will be geared towards teaching students to think and write like historians, and understand the basic tenets of historical inquiry, such as how to use primary and secondary sources and differentiate between them, and construct a basic historical argument that advances historiographical understandings of the topic in question. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1715 Middle Passages: Atlantic World Migrations (4 Credits)**

Middle Passages examines first-hand accounts by enslaved people and enslavers, modern depictions, and analyses by historians in order to trace the origins, expansion, and decline of traffic in captive Africans in addition to its impact on four continents. The course seeks to answer, among others, the following questions: Why were Europeans in Africa? Why were Africans enslaved? What did African experience on the journey to slavery in the Americas? Which came first, racism or slavery? What is the middle passage? If we want to understand how the US (and not only the South), Western Europe, parts of Latin America, and much of Africa got to be how they are now, we need to know something of the human commerce that profoundly shaped them. In this course, students consider individual, national, and institutional experiences of the Middle Passage by exploring a textbook that overviews the histories of the trans-Atlantic Slave Trade and accounts from a series of primary sources.

**HIST 1850 20th Century LGBTQ History in the United States (4 Credits)**

This course uses a cultural history approach to explore the experiences of lesbian, gay, bisexual, transgender, and queer peoples in the "long twentieth century" (1880s-2010s) United States. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1988 Study Abroad Resident Credit (0-18 Credits)****HIST 2015 Ancient Greece (4 Credits)**

A survey of the history of the Greeks and their civilization.

**HIST 2022 The Roman Empire (4 Credits)**

This course examines the history and culture of ancient Rome during the height of the empire. We look at political and military developments of Rome as it transformed from a republic into an imperial power. We also study social and cultural aspects of the Romans, who originally were simple pastoralists living along the Tiber but in time became the rulers of the entire Mediterranean region. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2030 Ancient Near East (4 Credits)**

This course traces the history of the ancient Near East from the earliest civilizations in the Fertile Crescent down through the Persian Empire. Particular attention is given to the political, military, and social developments in the region as well as the cultural contributions of Mesopotamia to the history of the ancient Mediterranean world.

**HIST 2075 Nazi Art Looting (4 Credits)**

This course examines the history and legacy of Nazi art looting, which continues to impact museums and the art world today. We begin with an overview of plundering mechanisms used by the Nazis and their collaborators, and discuss restitution efforts since the end of the Second World War. Students carry out a research project focusing on a case study, working in small groups with other students. The work is interdisciplinary and experiential, with direct relevance to ongoing restitution cases.

**HIST 2105 The Dark Ages: Survey in Early Medieval History (4 Credits)**

This course is designed to introduce students to the societies and cultures of the pre-modern western world, beginning with the late Roman Empire and stretching to the year 1000, a period often referred to as the "Dark Ages." Throughout the semester we will read primary texts representative of ideas and historical developments that shaped the Early Middle Ages. Central to this course will be three major themes: the development of western Christianity, the ongoing struggle between centralizing governments and local powers, and the effects of cross-cultural contact on western society. As we examine topics such as the fall of Rome, the rise of the three great cultures of the early medieval period (Christendom, Byzantium, and the Islamic world), and the formation of kingdoms and states our readings and lectures will focus on one or more of these major themes as a way of approaching the complex and often unfamiliar pre-modern world. By analyzing and evaluating these texts and their authors we will gain a better understanding of the past and a clearer idea of how the institutions and ideas of the pre-modern world changed over time and how they continue to impact and influence modern societies.

**HIST 2106 The High Middle Ages: From Dark Age to Rebirth (4 Credits)**

This course is designed to introduce students to the societies and cultures of the pre-modern western world, beginning in the year 1000 and culminating in the end of the medieval period in 1453. The "High Middle Ages" was a period of tremendous development and innovation. The first universities appeared, men and women argued about belief and practice, traders and warriors forged new connections with the wider world, and the very structures of modern Europe appeared for the first time. As we examine topics such as the Crusades, heresy, popular revolt, and cross-cultural trade our readings, lectures, and discussions will examine how we can understand the development of "Western" civilization and the ways in which the medieval past continues to inform our modern lives.

**HIST 2120 Europe in the Renaissance/Reformation (4 Credits)**

Social, political, intellectual and cultural history.

**HIST 2125 Cold War Europe (4 Credits)**

Examines key issues in the history of Europe from the end of the Second World War to the disintegration of the Soviet Union. The clash of twentieth-century ideologies provides a framework for understanding European relations with the United States and the Soviet Union, along with broader political and cultural trends, decolonization, economic and social change, and class, gender, and race relations.

**HIST 2131 Early Modern Europe: 1600-1789 (4 Credits)**

Social, political and intellectual history of Europe during period of the Old Regime and Enlightenment.

**HIST 2132 19th-Century Europe (4 Credits)**

Social, political and intellectual patterns from French Revolution to outbreak of World War I.

**HIST 2210 The French Revolution and Napoleon (4 Credits)**

This course examines the many ways in which the French Revolution and Napoleonic period (1789-1815) marked a significant break with the past—politically, socially and culturally. Yet these changes could not occur with some continuity in social and political institutions. We will work to answer a central question: as Napoleon dominated most of the European continent militarily and established a dictatorship at home, to what degree was he promoting ideals of the Revolution?

**HIST 2320 US Foreign Policy in the Middle East (4 Credits)**

This course aims to introduce students to both Middle Eastern history and American Foreign Policy by exploring the politics and culture of U.S. involvement in the Middle East in the post-WWII period. In doing so this course pays special attention to the impact of the Cold War in the Middle East, American policy towards the Arab-Israeli conflict, the role of oil in American foreign policy, American responses to the rise of Islamist movements, the impact of media and culture on the formulation of America's Middle Eastern policies, and U.S. relations with dictatorial governments in the Middle East. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2320.

**HIST 2335 Early Islamic Empires in Comparative Perspective, 632 CE - 1300 CE (4 Credits)**

This course looks at the social, economic, political, and environmental histories of Islamic empires from the 7th through the 13th centuries CE. In doing so, this course also examines how early Islamic empires ruled over both Muslim and non-Muslim, especially Christian and Jewish, populations. Additionally, this course aims to compare these Islamic empires with non-Islamic Afro-Eurasian empires from the same general time periods. Students should be aware that this course will not cover every early Islamic empire but will adopt a case-study approach, meaning the professor will select key empires to examine.

**HIST 2400 Women in European History: 1800-Present (4 Credits)**

A survey of women in the modern age. Topics include women's work, sexuality, cultural movements, feminism and domestic life.

**HIST 2401 European Women's History: 1500-1800 (4 Credits)**

Changes and continuities in women's experiences during the early modern period, as well as changing ideas about gender; family, work, religion, sexuality, political power.

**HIST 2450 History of the Italian Mafia (4 Credits)**

For two centuries, an entity called "Costa Nostra" has dominated the histories of Sicily and Italy. Costa Nostra has long been a shadowy and poorly-understood organization, yet it has changed the world in dramatic and unexpected ways. In this class, students learn what the Italian Mafia is and explore its history in Italy, particularly the Mafia's developing relationship to the law, the Italian government, and Sicilian culture. Students examine the nineteenth-century origins of the Mafia as well as the more recent "Mafia Wars" (1962-69 and 1970-82) that rocked Italy and resulted in the first widespread prosecution of Mafiosi. The recent trials of notorious Mafiosi have led to political scandal and charges of conspiracy, collaboration, and cover-up at the highest levels of Italian government. Lastly, students learn about the efforts of the Anti-Mafia movement to reform and redirect Italian and Sicilian culture and society.

**HIST 2510 American History to 1789 (4 Credits)**

Encounters between Native Americans, Europeans, and Africans in the American colonies; the Revolution, the confederation period; the framing and adoption of the Constitution.

**HIST 2520 American History: 19th Century (4 Credits)**

Establishment and development of new nation; emphasis on political history; experience in analysis of source materials.

**HIST 2525 Great Depression in America (4 Credits)**

This course will investigate the social, political, economic, and cultural dimensions of the Great Depression in America. Students will be exposed to a variety of sources, including photographs, posters, film, fiction, and documentaries, as well as more traditional historical sources, both primary and secondary.

**HIST 2530 American History: 20th Century (4 Credits)**

This course surveys the major political and social developments in the United States since the turn of the century, including the Progressive Movement, World War I, the Depression and New Deal Liberalism, World War II, the Cold War and American internationalism, the Civil Rights Movement and the growth of feminism, the Great Society, the Vietnam War, and the Watergate crisis.

**HIST 2531 Twentieth Century Native American History (4 Credits)**

This class reviews Native history from the late 19th century to the present, focusing on the interplay between large institutions and structures – such as federal and state governments, or the US legal system – and the lived, local experience of tribal communities. The major themes followed throughout the course of the semester include: place, space, and indigeneity (indigenous identity).

**HIST 2541 The Roots of Modern America (4 Credits)**

This course surveys one of the most tumultuous periods in U.S. history, one that encompassed industrialization, massive immigration, urbanization, settlement in the American west, and the confrontation between Victorian and Modern culture. Special attention is paid to asking how political, cultural, and social dissent has been defined through time. Topics include Darwinism and social Darwinism, capitalism and its dislocations, agrarian and labor radicalism, cultural and political radicalism, the progressive movement, feminism, the home front during World War I, and the aftermath of the war.

**HIST 2551 The American West Since 1860 (4 Credits)**

Everyone knows the romantic and violent mythology of the Old West: cowboys and Indians, lawmen and gunslingers, trappers, miners, railroaders, homesteaders. This course explores the history behind the myths. Sweeping from the Civil War era to the resorts and suburb of today's West, we follow such themes as the history of western land and resource use; the migration of peoples and the communities they created; the story of racial, religious, cultural, and political conflict; and the significance of those famous western myths to the nation as a whole.

**HIST 2555 United States Since 1945 (4 Credits)**

This course examines the social, cultural, economic and political developments that have shaped life in the United States since the 1940s. Special attention is given to the Cold War, suburban America, the civil rights movement, social conflict in the 1960s, and the rise of postwar conservatism.

**HIST 2565 The Church in American History: Challenges and Changes in the Protestant Tradition (4 Credits)**

For most of its history, a Protestant majority dominated religion in America. At times, Protestants seized new opportunities to shape and reshape the course of the nation. At other times, influence waned and tensions mounted. This course surveys the history of religion in the U.S. with a primary focus on the challenges and changes within the Protestant church as it has navigated a shifting and increasingly pluralistic culture. We explore how the faithful—from John Winthrop to the modern day evangelicals—have attempted to create a "city upon a hill" through their beliefs, practices, movements, and institutions. Special attention is given to Puritanism, disestablishment, revivalism, Mormonism, the Civil War, the Social Gospel, fundamentalism, civil rights, modern evangelicalism, and pluralism. Cross listed with RLGS 2565.

**HIST 2570 Civil War & Reconstruction (4 Credits)**

This course covers the causes and consequences of the most important conflict in American history. We will investigate the problem of slavery, the question of states' rights, the sectional crisis, the experience of war, the role of Lincoln, the struggle over reconstruction, and the meaning and memory of the war in American life.

**HIST 2575 Disease in Early America (4 Credits)**

Scholars have recently focused their attention on the way that diseases - Yellow Fever, Smallpox, Measles, Malaria - shaped the social and political landscapes of early America. In this course, we take up this investigation by examining both the diversity and pervasiveness of disease and the ways that non-human agents such as pathogens and insects had a destructive impact on African, European, and Indian peoples and influenced the course of events in early America. Our study therefore ranges from the virgin soil epidemics that decimated indigenous peoples to how smallpox outbreaks affected the Revolutionary conflict. In addition to examining the medical discourse of causes, symptoms, and treatments, we consider how disease influenced perceptions of personal and familial interactions, race and class relations, community and public health, and national culture and literature. For our investigation, we pay particular attention to the 1793 Yellow Fever outbreak in Philadelphia.

**HIST 2630 American Women's History (4 Credits)**

This course is a survey of U.S. women's history from the colonial period to the present. It examines the social, cultural, economic, and political developments shaping American women's public and private roles over several centuries, in addition to the ways in which women gave meaning to their everyday lives. Particular attention is paid to the variety of women's experiences, with an emphasis on the interplay of race, class, ethnicity, and sexuality. Cross listed with GWST 2630.



**HIST 2640 Race and Ethnicity in Twentieth Century America (4 Credits)**

This course will examine America through its cultural and racial diversity, comparing and contrasting the historical experiences of African Americans, Latina/os, European Americans, and Asian Americans over the "long" twentieth century. Together we will investigate the ways in which major events and episodes in the century affected a variety of racialized populations, and how these groups responded to their social and political environment. Attention will also be paid to changes in "American" national identity and citizenship over time, helping students think about such questions as: who is an "American"? And how did that definition change over time? How did debates over citizenship reflect Americans' ideas of race, class, ethnicity, and gender? How were racial and ethnic minorities, women, and immigrants defined at various times in opposition to Americanness?

**HIST 2645 Immigration in Twentieth Century America (4 Credits)**

Immigration holds a peculiar place in our national narrative. At the same time that the United States celebrates its identity as a self-proclaimed "nation of immigrants," immigration policy and the presence of diverse peoples from around the world have historically generated intense battles over identity, national security, and civic belonging. This service-learning history course examines major topics in 20th century U.S. immigration history. Utilizing a thematic and comparative approach, we will explore how immigration and immigrants have shaped the social, political, and economic contours of American life, and how discourses of race, gender, sex and class have determined how Americans conceive of immigrants and of the nation. As part of their service-learning curriculum, students will examine salient issues in political discourse today—including xenophobia, detention and deportation policy, border policing, and the human side of the immigration debate—by volunteering with Casa de Paz, an Aurora, Colorado non-profit organization that offers support to migrants recently released from detention.

**HIST 2680 Historical Memory (4 Credits)**

Why do successive generations rewrite the stories that teach Americans their history? Why do various social groups endorse alternate versions of past occurrences? This course explores the idea of historical memory by examining the narratives (stories) that have been composed about our country's past and how these stories have been revised over the years. We will focus on several major symbols of the American past and the narratives that have developed surrounding them. Our goals are to understand how and why these sites of memory have been interpreted and reinterpreted over the years.

**HIST 2701 Topics in History (2-4 Credits)****HIST 2702 Topics in History (2-4 Credits)****HIST 2703 Topics in History (2-4 Credits)****HIST 2710 From Sea to Shining Sea: Nature in American History to 1900 (4 Credits)**

In ways often hidden or ill understood, natural and environmental factors powerfully shaped the history of America from colonial times to the nineteenth century. In this course, we consider how natural resources like fish and forests became the basis for European empire-building; how colonists, Indians, slaves, settlers, and industrialists all acted to transform the landscapes and ecosystems of North America; and how ideas about nature helped mold the market economy and an emerging sense of American national identity. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2720 Paved Paradise? Nature and History in Modern America (4 Credits)**

Oil drilling and outdoor recreation, "medical miracles" and natural disasters, the making of national parks and suburban landscapes, and political battles over pollution, property rights, energy, wilderness, endangered species, and toxic waste all belong to the environmental history of the recent U.S. In this class we explore that history, weighing how Americans from the late nineteenth century to the present day have thought about nature, modified and made use of it, and competed for control of resources and land.

**HIST 2850 Imperial China (4 Credits)**

In this class, students learn about change and continuity in imperial China, from the third century BC to 1911 AD. Over the course of this more than two thousand years, what we refer to as "China" changed a great deal politically, economically, and socially. We will explore many of these changes, while at the same time keeping an eye on the continuities that continued to characterize the place and its people over the long term.

**HIST 2870 Modern China (4 Credits)**

In this class we focus on China from the nineteenth century to the present. We examine historical change and continuity, including the revolutions that created the Republic of China and the People's Republic of China, the transformation of traditional values, economic liberalization in the post-Mao Zedong era, and the challenges that China has faced in recent years.

**HIST 2885 Migration, Mobility, and Movement in Africa (4 Credits)**

This course will span the precolonial, colonial, and postcolonial eras of African history to consider narratives of historical migration within and beyond the continent. Central to these narratives are ideas of indigeneity and foreignness, firstcomer and newcomer status, articulated in the colonial and postcolonial period as differences of race and ethnicity. Through this course, students will be introduced to the historiography of migration in Africa, as well as theories and methodologies based on linguistics, oral traditions, and archaeology. We will begin with the Bantu expansion patterns of second millennium BCE up to 1500 CE, considering the linguistic trajectory that this migration took in considering the origins of modern language groups on the continent. We will then move on to Indian and Atlantic Oceanic networks of trade and migration, including the slave trades that led to the dispersion of peoples both within and outside of the continent, and the creation and recreation of kinship groups and polities. We will consider the history of the mfecane in southern Africa, or the period of dispersal and warfare that led to wide-scale migration throughout the region in the nineteenth century. We will also explore the histories of migration to the continent by European colonizers as well as the settlement of communities from the Middle East and South Asia as part of systems of indentured labor as well as free migration. Finally, this course will take a look at contemporary issues of citizenship and xenophobia in postcolonial nations. All required readings for the course will be posted online.



**HIST 2910 Colonial Latin America (4 Credits)**

This course explores the encounters, struggles and realignments of Europeans and Native Americans in the process of conquest and colonization, the development of political, economic, and religious institutions, the racial and gender hierarchies that emerged in colonial society, the strategies of resistance and accommodation to Spanish and Portuguese colonial rule, and the origins, process and outcomes of the wars of independence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2920 The Making of Modern Latin America (4 Credits)**

This is a general and introductory course of the history of Latin America that pays special attention to the modern period (19th and 20th centuries). The course is structured around themes dealing with the region's colonial legacy, economy, social life, politics, processes of modernization, urbanization, revolution, the quest for democracy and national development, and contemporary achievements and challenges. While much of Latin America's history has been a tale of violence and suffering, it has also been a story of great perseverance and self-affirmation. Using a historical perspective, the course seeks to understand how and why the struggle for independence, nation-building, economic growth, and social justice in the region has raged on for so long, and where it stands today. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2930 From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico (4 Credits)**

This course is an intensive examination of the past and present of one of the most fascinating cities in the world, Mexico City. Paying particular attention to space and place, we will examine the historical processes (political, intellectual, ecological, social, and cultural) that are manifest in the urban development of the megacity. By taking this class in Mexico City, students will be able to visit each of these locations, as well as several other significant museums and archaeological sites. Similarly, by engaging in an in-depth reflection structured along textual, visual, and in-sight materials and experiences, students will be invited to reflect about matters of change and continuity as well as how national socio-political trends are reflected in local contexts, thus also learning to reflect about the interpretive relationship between the micro-macro levels of analysis.

**HIST 2940 Sports and Empire (4 Credits)**

This course will look at the history of sports and colonialism over the past two centuries, considering the ways in which imperialism led to the dissemination of Western sporting traditions and culture to the global south, focusing in particular on British and French colonies in Africa and Asia (although we also take a few trips to the Caribbean, too). Each week, we will look at the history of a different sport, including cricket, tennis, soccer, golf, rugby, and hockey, and explore the intersection of race, class, and gender in how these sports were played and transformed in the imperial world. We will consider the ways in which sport was used not only as an element of the racialized "civilizing" mission of imperial ventures, but also how sport was coopted by indigenous populations to resist colonial structures of segregation and oppression. This class will ask us to reconsider the intersections and divergences in the way sports are both played and viewed by national sporting teams, local leagues and schools, and transmitted to audiences through live viewing, television, radio, and other forms of media. We will also look at the representations of sports and colonialism through films, fiction, and television shows. Finally, we will analyze the postcolonial legacies of colonial sporting cultures after decolonization, looking at the ways in which countries in the global south have taken over transnational leagues and institutions to make what were once colonial and European-dominated sporting cultures their own.

**HIST 2945 Slavery and Samba: Race and Ethnicity in the Making of Modern Brazil (4 Credits)**

This is a survey history course focused on how race and ethnic relations helped shape the historical formation of the Brazilian society. The course offers students an opportunity to study the historical evolution of Brazil, from the colonial period to the present day, as a way to understand how the historical exclusionary economic, political, and social structures of the country were shaped by racial elements, as well as how traditionally excluded groups have historically coped with and reacted to this reality.

**HIST 2950 U.S. and Latin American Relations: The Historical Struggle for Autonomy (4 Credits)**

This course examines how Latin American nations have tried to maneuver in the world sphere under the dominant role played by the United States in the hemisphere. Latin American countries and the United States have had a complex and, at times, difficult relationship that dates back to the early nineteenth century. In response to the challenges of this complicated relationship, Latin American nations have adopted a range of strategies to deal with the United States, most of which are examined in this course.

**HIST 2955 Latin America at the Movies (4 Credits)**

This is an introduction to the experiences of Latin America primarily aimed at reflecting about the process of formation of present-day Latin American societies, and secondly at motivating students to reflect about the historical evolution of multi-racial, multicultural societies in general. The activities for the course are structured around themes dealing with the region's historical evolution and the present-day challenges of building a modern, developed and egalitarian society. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2988 Study Abroad Resident Credit (0-18 Credits)****HIST 2990 What is History? (4 Credits)**

Introduction to historical concepts, methodologies and historiography. Intended for history majors who will take Senior Seminar the following fall.

**HIST 2998 Issues in Comparative History (4 Credits)**

This is a team-taught course in comparative (either geographical or temporal) history. Each time it is taught, it addresses a particular theme or topic from a comparative approach. Students are exposed to different approaches to the study of history, as embodied in the work of the individual faculty members.

**HIST 3100 Cities and Society in Latin America (4 Credits)**

This course approaches the history of Latin America through the prism of its cities, paying particular attention to the ways in which the urban environment defined and was affected by the regional path of socio-economic and cultural development. In addition to examining how cities evolved, and how people have therein lived (worked, engaged in political activities, etc.), we seek to understand how cities were historically conceived as a primary focus of public policies and projects to the goal of modernization in the region.

**HIST 3275 The Past and Afterlives of Apartheid (4 Credits)**

In 1948, after a close election, a government founded on the platform of apartheid, or a radical form of racial segregation, came into power in South Africa. Apartheid as a system remained in place until 1994. This seminar delves into the roots and trajectory of apartheid, and considers its effects on the lives of South Africans. As a 3000-level topics course, the readings for this course will be interdisciplinary, but will be founded in historical methodology and process, while also considering representations of apartheid and the history of South Africa through mediums such as literature, film, music, and sports. While the origins and institutions of apartheid will be studied, as well as the history of South African nationalist and resistance movements, one of the goals of this course will be to look at the lives of ordinary South Africans, and how they resisted the apartheid state in more quotidian ways. This course will also focus on the moment of 1994 and the legacy of apartheid in South Africa's postcolonial future, one in which the ideal of a rainbow nation was disrupted by the persistence of structural inequality and the memories of violence brought up by the Truth and Reconciliation Commission. We will also explore the comparative literature between apartheid South Africa and Jim Crow in the United States, considering the transnational implications of institutions of white supremacy and the legacy of British colonialism and white nationalism across the globe, as well as the fight against apartheid led by the independent nations of the global south in the United Nations.

**HIST 3335 The Viking World (4 Credits)**

In the late eighth century Europe was rocked by the first of the Viking attacks. Over the next two centuries they left a legacy that has been immortalized in books, TV shows, and movies. But what drove these renowned seafarers to set sail from Scandinavia to shores as far as North America and the Black Sea? In this course we will examine the world of the Vikings, looking at the social, cultural, and political changes that the Viking Age ushered in not just in Scandinavia but across Europe. We will discuss how raiding and trade went hand in hand, how new ideas of kingship and worship crossed cultural boundaries, and the ways in which history and legend overlap, coloring our ideas of the medieval past.

**HIST 3340 Popular Culture in Early Modern Europe (4 Credits)**

Early modern European popular culture including witch-craft, magic, fertility cults, popular religion, gender roles, carnivals and festivals, riots, and folktales.

**HIST 3345 Women and Gender in Early Modern Europe, 1500-1800 (4 Credits)**

It is easy to assume that today's ideas about gender roles have always existed, but beliefs about women's and men's "natural" behavior have changed dramatically over time. In 1500, for instance, it was a well-known fact that women are sexually voracious creatures who needed strict control to keep their appetites in check; by 1800, it was an equally well-known fact that women are inherently chaste and modest. The ideal male in 1500 was someone who used violence to maintain his authority; in 1800, masculinity was about self-discipline and politeness. In this course, we explore changing ideas about femininity and masculinity in the early modern period and consider how those changes related to broader shifts in culture and society.

**HIST 3350 Social History-Modern Britain (4 Credits)**

This course investigates the intersections of class, gender, and race in nineteenth-century British society. During this period, Britain became the preeminent world power thanks to its spectacular industrialization and its even more impressive empire. Such success often fostered smugness and complacency, yet British society was also riddled with dissension as people struggled to cope with the enormous changes they were witnessing. Discussions focus on the ways in which Victorian people themselves understood their society and its problems, and how they attempted to construct solutions to those problems. Who was implicitly or explicitly excluded from British society? As we consider these topics, we use a variety of secondary and primary sources, including fiction; one goal of the course is for us to think about how to integrate different kinds of sources as we analyze historical problems and create our own interpretations. Cross listed with MUAC 3350.

**HIST 3355 Latin America's Cold War (4 Credits)**

The Cold War is usually thought of as a conflict between superpowers in a bipolar world. Often, this interpretation omits the important histories of non-industrial or developing countries. This course will explore the experiences of Latin America during the most important and impacting socio-political, economic, ideological, cultural, and diplomatic contests ever faced by human societies. The course will explore the motives and consequences of the US government's actions to counter the perceived Communist threat, as successive administrations expanded intelligence gathering, increased military and economic aid, backed anti-communist government in Latin America, and used US troops in direct military interventions. Students will engage with materials and learn about the interaction between historical experiences taking place in a global, regional, national, and local realities. In so doing, the history of the Cold War will be examined as a complex web of interrelated conflicts, projects and events. Students will get an overview of the events and major interpretations of the Cold War in Latin America. By engaging with class materials and assignments, students will refine their analytical skills, research abilities, historiographical knowledge and narrative expressions.

**HIST 3370 Comparative Fascism in Europe (4 Credits)**

A comparative survey of fascist Italy and Nazi Germany, from the origins of fascist movements in the 19th century to the establishment of political regimes, World War II and the Holocaust.

**HIST 3372 Nations and Nationalism (4 Credits)**

This seminar will focus on the twin processes of nation-building and nationalism in Europe. We will look at how the idea of an organized nation-state took root and how people came to think of themselves as belonging to a particular nation. We will examine these processes by using different national examples and by taking a variety of approaches—cultural, social, political—to understanding what a nation is.

**HIST 3375 Empire: Revolt and Repression (4 Credits)**

This seminar examines imperialism through case studies of European powers' repression of anti-colonial revolts. We study, for example, the case of Algeria, which gained independence from France in 1962 after a brutal war of independence. We discuss the establishment and nature of the empire in the mid-nineteenth century, the moderate decolonization movement beginning in the early twentieth century, and the radical revolt of the 1950s that prompted the French to use torture in counter-terrorism operations. This case study also is relevant to post-9/11 U.S. foreign policy, when the George W. Bush administration was widely condemned for its use of "enhanced interrogation techniques" at Guantanamo Bay and other detention sites. Facing criticism from around the world, Secretary of Defense Donald Rumsfeld studied the history of French operations in Algeria and the French response to allegations of human rights abuses. In light of this recent history, we examine the lessons that the history of French Algeria teaches us about war, terrorism and counter-terrorism in our own times.

**HIST 3380 WWII History and Memory in France (4 Credits)**

This seminar examines the history and memory of World War II in France. We discuss French collaboration with the Nazis and resistance, investigating myths and reality, as documented in historical research. Students analyze a variety of sources, such as diaries, memoirs, poetry, monuments, films, and media broadcasts.

**HIST 3455 Living Dangerously: Hazards and Disasters in American History (4 Credits)**

Monster storms, deadly pandemics, climatic doomsday scenarios, tragic accidents like the Titanic: our news, popular culture, and national nightmares are filled with imagery of disasters. They make for upsetting and almost irresistibly gripping stories, but the stories too often fall into cheap sensationalism, simplistic morality tales, and other clichés. In this seminar, sweeping from pre-Columbian calamities to Hurricane Katrina, covid, and the climate disasters of our own time, we'll move past the clichés to consider the historical significance of disasters in America: how they've disrupted people's lives, but also reshaped ideas of what's "natural" or "normal." We'll ask: what roles have humans played in "natural" disasters like floods, droughts, wildfires, and earthquakes? How have Americans tried to guard against environmental hazards, and what unintended consequences—including new kinds of disasters—have resulted from these efforts? We'll also study why some people are more vulnerable than others, and how environmental hazards and disasters have helped shape social inequality. Disaster history not only sheds new light on America's past, but also intertwines it with environmental questions that are literally matters of life and death—so the class welcomes students of history, environmental studies, sustainability, politics and public policy, geography, and other fields too.

**HIST 3510 American Revolution and Its Background (4 Credits)**

Causes, progress, consequences and significance of movement for independence in light of American colonial experience and problems of imperial authority.

**HIST 3570 American Thought and Culture (4 Credits)**

This course exposes students to writers, artists, philosophers, and reformers who have addressed some of the major intellectual and cultural transformations related to modernity: the problems of knowledge and communication, the struggle to achieve a democratic and equal community, and the endeavor to build a national culture.

**HIST 3620 United States Involvement in the Persian Gulf, 1933-Present (4 Credits)**

This course looks at U.S. involvement in the Persian Gulf from the initial search for oil in Saudi Arabia up until the so-called "Arab Spring". The main focus of the course is on U.S. relations with Saudi Arabia, Iran, and Iraq although Kuwait and other Gulf States, as well as broader regional developments, will also be discussed. Emphasis is placed on developments related to the free flow of oil during the Cold War and increasing U.S. involvement in the region following the first Gulf War of 1991.

**HIST 3650 Native Crude: Indigenous Oil Politics and Activism (4 Credits)**

The extraction and development of oil resources is one of the central issues driving U.S. geopolitical policy in the late 20th and early 21st centuries. As the U.S. government engages in covert and overt overseas incursions in order to secure oil supply, we have also reevaluated our domestic supply priorities. Both these dynamics— as well as the work by multinational oil companies to continually explore and develop/exploit new oil resources— have led to fraught negotiations between states, multinational corporations, and indigenous populations across the globe. This course explores the history of such past and present negotiations using books, articles, and documentary films.

**HIST 3670 The U.S. Home Front in World War II (4 Credits)**

This course examines the social changes taking place on the U.S. home front between the late 1930s and 1940s, including an investigation of the effects of war on American government, society, culture, and economy. Particular attention is paid to the war's impact on gender, ethnicity, race, and everyday people's lives.

**HIST 3680 The Strange History of American Suburbia (4 Credits)**

Everyone knows the emblems of American suburbia: single-family houses with attached garages, grassy lawns, curving streets and cul-de-sacs, office parks and shopping malls. But there's a history behind these settings that's poorly understood - that that is key to understanding much about the U.S. Suburbia sheds light on American popular attitudes toward nature, technology, health, politics, and patriotism, and on the complicated dynamics of race, gender, family, class, and religion in American society. In this course, we explore how the U.S. became a "suburban nation," from the Romantic retreats of the nineteenth century, through suburbia's triumphant yet troubled "golden age" in the 1950s, to the stereotype-shattering suburbs of our own time. We consider the surprisingly powerful ways suburbia history has shaped U.S. history more broadly.

**HIST 3703 Topics in History (4 Credits)****HIST 3704 Topics in History (4 Credits)****HIST 3705 Topics in History (1-4 Credits)****HIST 3875 Chinese Science and Global History (4 Credits)**

This class introduces students to the ideas and contexts of pre-modern Chinese science and critically examines ways in which modern historians have incorporated science and technology into their global narratives about China and the West. Intended for students familiar with the methods of historical inquiry. No prior knowledge of Chinese history is expected.

**HIST 3980 Internship (0-8 Credits)****HIST 3988 Study Abroad Resident Credit (0-18 Credits)****HIST 3989 Senior Seminar I (4 Credits)**

Development of research skills and historiographical understanding; preparation for senior research seminar.

**HIST 3990 Senior Seminar II (4 Credits)**

Completion of a substantial research project, based on original sources. Students should consult their departmental mentor no later than beginning of spring quarter of their junior year to begin the formulation of the research project.

**HIST 3991 Independent Study (1-10 Credits)****HIST 3993 History Honors Thesis (4 Credits)**

Independent study specifically for graduating seniors wishing honors. Prerequisites: HIST 3989 and HIST 3990.

**HIST 3995 Independent Research (1-10 Credits)**

## Honors Program

DU's University Honors program is a community of students, faculty, and staff who are hungry for knowledge, passionate about a wide range of topics, and who want to learn in community with one another – both within the classroom and beyond.

Our program fosters a distinctive liberal arts education that challenges students to cultivate depth in critical and creative thought, and facilitates students' original contributions to intellectual life, their community, and their chosen field.

We accept 100 students per year, and the vast majority of those students apply prior to starting at DU. Incoming students (first-year & transfer) may apply to the University Honors Program once they are accepted to the University. The last chance for current students to apply to the Honors program is after their first fall quarter at DU.

Honors at DU is not a major or a minor, but rather an academic community. Our curriculum mostly overlaps with common curriculum requirements and distinction requirements set by the different departments.

Students graduate with University Honors upon satisfaction of the following requirements:

1. Completion of Honors course requirements
2. Satisfaction of all requirements for distinction in at least one major
3. Cumulative GPA of 3.5 or higher at graduation

To remain active in the Honors Program, students must be in "good standing" at the University, continue to make positive progress towards completing Honors requirements, and remain responsive to communication from Honors Program staff.

Most of the Honors requirements overlap with the Common Curriculum requirements. The program only requires 6 credits of additional Honors-specific coursework, as well as asking students to satisfy departmental requirements.

**First Year**

HNRS 1000	Honors Summit	0
WRIT 1622	Advanced Rhetoric and Writing	4
WRIT 1733	Honors Writing	4

**Second Year**

HNRS 2000	Extreme Academics	1
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**Additional Requirements Taken Between First and Third Years**

HNRS 2400	Honors Seminar	2
HNRS 2400	Honors Seminar	2
AI Society course with Honors attribute		4
SI Society course with Honors attribute		4
Optional - Honors Geography SI Natural sequence GEOG 1264, GEOG 1265, GEOG 1266		12

**Final Year**

HNRS 3000	Into the Unknown	1
ASEM course with Honors attribute		4
<b>Other Requirements</b>		
Earn Distinction in your Major		
Graduate with a 3.5 GPA		

**HNRS 1000 Honors Summit (0 Credits)**

Welcome to DU Honors! This is the first course of the core Honors sequence. It provides space for you to reflect on your values and what brought you here and to set goals for your college journey and your participation in the Honors community. We also want to be sure you have all the resources that you need to succeed in the University Honors Program, and to introduce you to the staff, faculty, and other students in the program. We will focus on advising and graduation planning that will help you to maximize your college experience. Additionally, we will highlight the resources at DU that are particularly important for Honors students, including opportunities for undergraduate research and other signature work, competitive external fellowships, and distinction resources. This is a zero-credit course. Students must attend one in-person four-hour session.

**HNRS 2000 Extreme Academics (1 Credit)**

How do you make the most of your experience at DU? How do you set yourself up for success after graduation? This course will provide resources and strategies for students to cultivate their passions and purpose through signature work and distinction, develop their networks, design a meaningful DU experience, identify and prepare for impactful opportunities like fellowships and graduate school programs, and tell their story. In doing so, it will advance students' 4D Experience, enabling reflection, connection, and discovery. The culminating project for the course will be a personal statement, designed to help students reflect on and articulate how their experiences and values have shaped their academic and professional identity and make them a fit for opportunities of interest. Prerequisite: HNRS 1000.

**HNRS 2400 Honors Seminar (2 Credits)**

A number of these seminars are offered every year on a rotating basis. Topics vary every quarter. Honors Seminars are taught in a faculty member's area of expertise – often on niche subjects that bring students directly into dialogue with faculty research, scholarship, or creative work. They are an opportunity for students to get to know faculty and engage with advanced content in small discussion-oriented seminars that are open to students from all majors.

**HNRS 2401 HSEM Adventures in Fellowships (2 Credits)**

This course is designed to empower students to develop their personal narratives and to pursue “good-fit” fellowship competitions that create pathways to impact. Students will explore external fellowships, parse funding organizations' criteria and priorities, and work through applications to tell a coherent narrative with attention to common application components such as personal statements; letters of recommendation; and reflections on leadership, service, and impact. Class sessions and assignments will guide students through reflection about interests and goals, telling the story of their experiences, and identifying and preparing for competitive fellowships that will help them drive change on the issues that matter to them. Students will gain a foundation for expanded knowledge and growth in line with the 4D Experience as well as practical tools and strategies for crafting competitive applications for external opportunities. This course counts as an Honors Seminar (HNRS 2400) for the University Honors Program.

**HNRS 2701 Wildlife Conservation & Cultur (4 Credits)**

The focus of the course is the intersection of conservation and culture. The goal is to generate new and creative ways to think about conservation. Students will be exposed to different examples of conservation governance, ranging from state-controlled access commonly found in national parks to indigenous communities that are assisting conservation efforts. They will inquire as to what impacts different projects are having in not only helping stem the loss of habitat and wildlife, but also the informal governance institutions managing their unique ecosystems in sustainable ways. Importantly, we will consider our main questions through a very broad and informal cost/benefit analysis that encompasses more than the limiting economic factors normally used. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**HNRS 3000 Into the Unknown (1 Credit)**

For many high-achieving students, college is a given. It is the clear next step in life after high school. As you consider your post-baccalaureate plans, the future may feel less certain. This course is designed to give you space to reflect on your college experiences and to articulate their meaning – both to yourself and to potential future employers or collaborators. It also provides opportunities for you to consider goals and strategies for the future, including questions like: How do you define success and design the life you want? How do you decide whether an opportunity is a good fit? How do you assess and redirect when you experience failure, ambiguity, or change? The course provides repeated opportunities to engage in structured self-reflection, both individually and in community with peers who are also preparing to go into the unknown. This course is intended for Honors students in their final year at DU.

**HNRS 3991 Independent Study (1-5 Credits)**

By arrangement.

## 4-Year Course Plan

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1622*	4	WRIT 1733*	4
GEOG 1264**	4	GEOG 1265**	4	GEOG 1266***	4
HNRS 1000	0	Honors AI Society or SI Society*	4	HNRS 2400	2

Major/minor coursework	8 Major/minor coursework	4 Major/minor coursework	8
	16	16	18
<b>Second Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
		<b>Spring</b>	<b>Credits</b>
Honors AI Society or SI Society*	4 HNRS 2000	1 HNRS 2400	2
Major/minor coursework	12 Major/minor coursework	16 Major/minor coursework	16
	16	17	18
<b>Third Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
		<b>Spring</b>	<b>Credits</b>
Study Abroad	0-18 Major/minor coursework	16 Major/minor coursework	16
	0-18	16	16
<b>Fourth Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
		<b>Spring</b>	<b>Credits</b>
Honors ASEM*	4 HNRS 3000	1 Major/minor coursework	16
Major/minor coursework	12 Major/minor coursework	16	16
	16	17	16

Total Credits: 182-200

\* Meets both Honors and Common Curriculum requirements

\*\* Option for Honors; meets Common Curriculum requirements in an Honors community environment

## 3-Year Course Plan

### First Year

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
FSEM 1111	4	WRIT 1622*	4	WRIT 1733*	4
GEOG 1264**	4	GEOG 1265**	4	GEOG 1266**	4
HNRS 1000	0	Honors AI Society or SI Society*	4	HNRS 2400	2
Major/minor coursework	8	Major/minor coursework	4	Honors AI Society or SI Society*	4
			4	Major/minor coursework	4
	16		16		18

### Second Year

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Study Abroad	0-18	HNRS 2000	1	HNRS 2400	2
		Major/minor coursework	16	Major/minor coursework	16
	0-18		17		18

### Third Year

<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Honors ASEM*	4	HNRS 3000	1	Major/minor coursework	16
Major/minor coursework	12	Major/minor coursework	16		16
	16		17		16

Total Credits: 134-152

\* Meets both Honors and Common Curriculum requirements

\*\* Optional for Honors; meets Common Curriculum requirements in an Honor community environment

## Hospitality Management

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Web Site: <http://daniels.du.edu/academic-programs/undergraduate/majors-minors/hospitality-management/>

The Fritz Knoebel School of Hospitality Management (Fritz Knoebel) has been preparing industry leaders since 1946. As part of the Daniels College of Business, Fritz Knoebel has been recognized nationally and internationally for its tradition of quality instruction, including the 2013 award for Best Educational Innovation at the Worldwide Hospitality Awards. The hospitality management program has as its foundation the core business discipline



classes in the Daniels College. Within the major students select a concentration from Event Sales & Management, Lodging Real Estate, Restaurant/Food & Beverage Management, and Strategic Lodging Management.

## Bachelor of Science in Business Administration Major Requirements

(185 credits required for the degree (p. 92))

Minimum of 45 credits. Requirements include:

Code	Title	Credits
<b>Required Courses</b>		
HOSP 1100	Exploring Hospitality Mgmt	2
HOSP 1200	Industry Work Experience	0
HOSP 2201	International Experience	0
HOSP 2202	Management Intern Program	0
HOSP 2360	Managing a Restaurant Business	4
HOSP 2361	Contemporary Cuisine	4
HOSP 2401	Hotel and Resort Management	4
HOSP 2402	Revenue Management	4
HOSP 2501	Managing Human Capital in Hospitality	4
HOSP 2502	Hospitality Cost Management	4
HOSP 3120	Distinguished Lecture Series	1
Select 1 Concentration from the following - Lodging Real Estate, Restaurant/Food & Beverage Management, Event Sales and Management, Strategic Lodging Management		18
Electives: Select 2-6 elective credits of major elective as required for each concentration.		

Students are required to study abroad, typically for a semester, and complete 1000 hours of work split between the work experience and internship requirements.

### Event Sales and Management Concentration Requirements

Code	Title	Credits
HOSP 2506	Hospitality Sales & Marketing	4
HOSP 3506	Special Event Management	4
HOSP 3301	Beverage Management	4

### Lodging Real Estate Concentration Requirements

Code	Title	Credits
HOSP 3402	Hospitality Investments (Rename HOSP 3402 from Asset Management to Hospitality Investments)	4
HOSP 3600	Lodging Valuation Principles	4
HOSP 3601	Hotel Development & Feasibility	4
REAL 3307	Real Estate Finance	4

### Restaurant/Food & Beverage Concentration Requirements

Code	Title	Credits
HOSP 2361	Contemporary Cuisine	4
HOSP 3301	Beverage Management	4
HOSP 3360	Rest/F&B Concept Devel	4

### Strategic Lodging Management Concentration

Code	Title	Credits
HOSP 2601	Environmental Sustainability in Hospitality	2
HOSP 2602	Hospitality Social Sustainability	2
HOSP 3402	Hospitality Investments	4
HOSP 3501	Advanced Hospitality Human Capital Analysis	2
HOSP 3800	Hospitality Experience Management	4
Electives		4

## Requirements for Distinction in the Major in Hospitality Management

Upon reaching 90 credit hours completed, students with a 3.50 cumulative GPA or higher, and a 3.85 Daniels GPA or higher, are invited to either create a portfolio of in-depth business experiences or to write a thesis to earn Distinction. See Daniels Undergraduate Programs or faculty in the department for more information.

This course plan is a sample schedule. Individual course plans will vary based on incoming transfer credit, admission path to Daniels, prerequisites, course availability, minors, and other scheduling factors. Please meet with your Daniels academic advisor to develop a graduation plan that fits your needs.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
Common Curriculum Course <sup>2</sup>		4 Common Curriculum Course <sup>2</sup>		4 Common Curriculum Course <sup>2</sup>	4
MATH 1200 <sup>1</sup>		4 INFO 1010		4 INFO 1020	4
BUS 1440		4 INFO 1011		0 INFO 1021	0
BUS 1099		0 ECON 1020 <sup>3</sup>		4 MGMT 2100	4
		HOSP 1100 <sup>5</sup>		2	
		<b>16</b>		<b>18</b>	<b>16</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Common Curriculum Course <sup>2</sup>		4 Common Curriculum Course <sup>2</sup>		4 Common Curriculum Course <sup>2</sup>	4
ACTG 2200		4 ACTG 2300		4 FIN 2800	4
LGST 2000		4 BUS 3000		4 MKTG 2800	4
HOSP 2360		4 INFO 2020		4 HOSP 2401	4
BUS 2099		0		INTZ 2501 <sup>4</sup>	2
		<b>16</b>		<b>16</b>	<b>18</b>

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad		16 Common Curriculum Course		4 Common Curriculum Course	
Elective		MGMT 3000		4 HOSP 2502	4
HOSP 2201		0 HOSP 2402		4 HOSP 2361 <sup>5</sup>	4
		HOSP 2501 <sup>5</sup>		4 HOSP 1200	0
		BUS 3099		0 Elective	
		<b>16</b>		<b>16</b>	<b>8</b>

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
BUS 3800		4 ASEM		4 Common Curriculum Course	
Concentration Class 1		4 Concentration Class 2		4 Concentration Class 3	4
HOSP 3120		1 HOSP Elective		4 Elective	4
HOSP Elective		4 HOSP 2202		0	
		<b>13</b>		<b>12</b>	<b>8</b>

Total Credits: 173

<sup>1</sup> MATH 1200 (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/selectingadegreeprogram/courseplans/ai-natural-courses/>) (or MATH 1951) fulfills one of the two required courses for Analytical Inquiry: The Natural and Physical World

<sup>2</sup> Common Curriculum Requirements (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>): Students are encouraged to complete Language and Scientific Inquiry: The Natural and Physical World sequences earlier in their studies; choose one for year 1 and the other for year 2.

<sup>3</sup> ECON 1020 (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/selectingadegreeprogram/courseplans/si-society-courses/>) fulfills half the requirements for Scientific Inquiry: Society and Culture

<sup>4</sup> INTZ 2501 (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/internationalization/#coursedescriptontext>) Exploring Global Citizenship is required for any student who studies abroad and must be taken in the year before studying abroad.

<sup>5</sup> These Hospitality Management Core Courses are offered every quarter.

**HOSP 1100 Exploring Hospitality Mgmt (2 Credits)**

This is an introductory course designed to provide students with a broad overview of the hospitality industry and the various segments that comprise the industry. The course focuses particularly on the industry areas captured by the concentrations available to Knoebel students, the elements that make hotels and resorts what they are—food and beverage/restaurants; strategic lodging management, lodging real estate, and event sales and management—and other facets of hospitality.

**HOSP 1101 Hip Hotels: Delivering Amazing Guest Experiences (2 Credits)**

Through an immersive, behind-the-scenes experience in Denver's hotels, students learn about: The challenges hotel executives face; the interplay between hotel design and service delivery; how to positively influence the guest experience, and the career paths available in the industry.

**HOSP 1200 Industry Work Experience (0 Credits)**

Faculty supervised work experience. Prerequisites: HOSP 1100 and completion of 500 hours of approved work experience. Advisor will register students for course as needed.

**HOSP 2201 International Experience (0 Credits)**

Students spend one quarter in an international setting taking courses while touring and observing overseas hospitality operations. Advisor will register students for course as needed.

**HOSP 2202 Management Intern Program (0 Credits)**

Preferably, this internship is full-time, continuous employment for ten-weeks with a minimum of 400 hours and is designed to allow students to increase their exposure to the hospitality industry and continue to reconcile their classroom learning with industry practice. Advisor will register students for course as needed. Prerequisites: HOSP 1200.

**HOSP 2360 Managing a Restaurant Business (4 Credits)**

In HOSP 1100, Exploring Hospitality Management, students are introduced to various aspects of restaurant/food and beverage management and basics about them. From here, we advance to a more thorough overview of the management of various food and beverage operations, specifically focusing on restaurants. Topics include safe food and beverage service, product specification and procurement, labor scheduling, revenue control and collection, and other management functions required for success in food and beverage operations. Prerequisite: HOSP 1100.

**HOSP 2361 Contemporary Cuisine (4 Credits)**

Judging by their high failure rate, restaurants can be one of the most difficult and complex businesses to manage. This course builds on previous food and beverage courses by providing hands-on experience running and managing a restaurant environment. Through the opening and running of two live restaurant operations for a night each, the course enables students to put into practice the managerial aspects of full-service restaurant operation, from menu planning and implementation to financial analysis, including systems, tools and reporting. Prerequisites: HOSP 2360 and HOSP 2401.

**HOSP 2401 Hotel and Resort Management (4 Credits)**

This course presents an overview of the management of a various lodging properties, specifically focusing on rooms division operations. The perspective taken is strategic, identifying and considering issues of concern to general managers of all types of lodging properties, with a particular focus on profit maximization (yield/revenue management) and distribution channel management. The broader political, economic, social, and technological environments and trends and their impact on lodging operations are considered. The perspective is global and includes considering how lodging operations differ in various parts of the world. Prerequisite: HOSP 1100.

**HOSP 2402 Revenue Management (4 Credits)**

This course provides an introduction to the basic principles and practices of revenue management in the hotel and restaurant industry. Students acquire the fundamental analytical skills needed to apply revenue management concepts and methods in demand forecasting, pricing, and revenue optimization techniques in hotels and restaurants. The course includes certification in STR tools. Prerequisites: HOSP 2360, HOSP 2401 and ACTG 2200.

**HOSP 2501 Managing Human Capital in Hospitality (4 Credits)**

People are the heart of any organization and can be a source of competitive advantage, particularly in a hospitality environment. This course prepares students to develop and manage successfully the processes and systems that help hospitality firms develop a competitive advantage through people and build a service culture, including recruiting, selecting, onboarding, and developing employees in order to retain them in both union and non-union environments. Prerequisites: HOSP 2360 and HOSP 2401.

**HOSP 2502 Hospitality Cost Management (4 Credits)**

The use of industry statistics and a uniform system of accounts for hotels and restaurants to determine an operation's position in the marketplace. Prerequisites: HOSP 2360, HOSP 2401 and ACTG 2300.

**HOSP 2504 Hospitality Technology and Analytics (4 Credits)**

Hospitality Technology and Analytics serve as an introduction to hospitality technologies and technology-enabled data analytics. This course surveys diverse aspects of consumer-facing hospitality technologies (social media, mobile, distribution channel, sharing economy, etc.) and in-house systems of hospitality operation (event-planning system, property management system, and point-of-sale system, etc.) In addition, this course provides an introduction to the field of business intelligence and data analytics, which has been defined as the extensive use of data, statistical and quantitative analysis, and fact-based management to drive decisions and actions in the hospitality industry. Specifically, the course looks at the managerial aspects associated with the application of hospitality technologies and technology-enabled data analytics to achieve strategic business goals. Prerequisites: HOSP 2360, HOSP 2401.

**HOSP 2506 Hospitality Sales & Marketing (4 Credits)**

This course addresses all that is involved in hotel and resort sales, including lodging/room group sales and catering sales. Also addressed are negotiation, the production of catered events, trade shows, and meetings, from the perspective of planners, venue salespeople, and event managers. Students learn how to market and sell a venue; produce and respond to requests for proposals; work directly with clients during the booking process and event execution; address risk management and contractual issues; and perform other sales and planning functions. Prerequisites: HOSP 2360, HOSP 2401 and MKTG 2800.

**HOSP 2601 Environmental Sustainability in Hospitality (2 Credits)**

This course aims to provide students with knowledge of environmental challenges facing the hospitality industry. In addition, students learn best practices in hospitality and the emergence of new environmentally friendly technologies available for hospitality businesses. This course includes hotel operations with reference to energy efficiency, waste management, water conservation, and eco-design and architecture of current hotels or future hotel developments. Another objective of this course is to provide students with an understanding of sustainable food and beverage operations and certification in relation to sustainability in hospitality. The course discusses issues surrounding ethical, organic, local, seasonal, and another type of food often associated with sustainability. Prerequisite: HOSP 2360 and HOSP 2401.

**HOSP 2602 Hospitality Social Sustainability (2 Credits)**

In addition to environmental sustainability, hotels need to manage their social impact on their internal stakeholders (employees), an issue of increasing importance to their external stakeholders (customers and the community). Issues regarding a living wage, stressors of the working poor in low skill hospitality jobs, the impact of outsourcing hotel functions on the sustainability of employees' lives, and efforts of unions to organize hotels to fight for better working conditions, wages, and benefits will all be addressed in this course. The focus is on examining how the characteristics of, compensation associated with, and recruitment and retention practices for, low skill, low wage hospitality jobs impact the sustainability of employees' lives as well as the short-term and long-term profitability of the hotels. Prerequisite: HOSP 2360 and HOSP 2401.

**HOSP 3000 Wines of the World (4 Credits)**

A survey course of the wines of the world, including old and new world wines; still, sparkling, dessert and fortified wines; viticulture and viniculture. Prerequisite: must be at least 21 years of age. Non-HPM majors only.

**HOSP 3120 Distinguished Lecture Series (1 Credit)**

This course is the springboard for seniors to transition from a student mindset to that of a professional. It enables personal exploration, values clarification, and the narrowing in on an initial career focus. Hearing from and networking with senior executives from various segments of the hospitality industry who provide students with their insights about competition and challenges within the industry motivate the introspection described above.

**HOSP 3301 Beverage Management (4 Credits)**

Organization and management of the beverage operation of resorts, restaurants, hotels, clubs and other licensed premises. Emphasis on product knowledge, responsible beverage service, facility design and operational practices. Prerequisites: senior standing in the HPM major.

**HOSP 3302 Advanced Beverage Management I: Wine, Spirits & Beer (4 Credits)**

This course provides a deep dive into the production of wine, spirits and beer. Students enrolled in this course will sit for the Wine and Spirit Education Trust (WSET) Level 2 Spirit Certification, WSET Level 2 Wine Certification and Cicerone Certification exams. Enrollment is by invitation of the instructor(s).

**HOSP 3303 Advanced Beverage Management II: Wine (2 Credits)**

The final course in the beverage management sequence, this course is designed to enable you to refine your palate, significantly expand the portfolio of wines you have tasted and take a deep dive into grape varieties, growing regions, production styles, viticulture and viniculture. It rounds out and deepens your preparation to work directly in the beverage space or apply this knowledge in a broader food and beverage role.

**HOSP 3360 Rest/F&B Concept Devel (4 Credits)**

In previous food and beverage courses you obtained the knowledge and skills to perform the basic management functions required for a successful career in F&B operations, put these skills into practice and opened two "restaurants for a night." In this course you will acquire the skills required to develop and brand a new restaurant. Prerequisites: Senior standing in the HPM major, HOSP 2361 and HOSP 3301 and restricted to students pursuing the Restaurant/Food & Beverage Management Concentration.

**HOSP 3400 Advanced Revenue Management (4 Credits)**

This course provides students with the advanced knowledge, skills, and abilities to make sound business decisions and implement revenue management strategies and solutions to influence consumer behavior and maximize revenue and profits for hotels. Students will acquire the analytical skills to apply revenue management concepts and methods in demand forecasting, pricing, and revenue optimization techniques in hotels. Prerequisites: HOSP 2402, ACTG 2300.

**HOSP 3402 Hospitality Investments (4 Credits)**

This course exposes students in the lodging real estate concentration to hotel investing and the types of hotel ownership and hotel investment strategies that exist today. Students acquire knowledge in critical lodging investment topics including hotel investment metrics/returns, underwriting a hotel, capital markets (debt/equity), negotiating a hotel management agreement, hotel brands v independent hotels, franchise license agreements, construction and development challenges, asset management, hybrid lodging, and more.

**HOSP 3501 Advanced Hospitality Human Capital Analysis (2 Credits)**

With demographic and immigration changes, the pool of available workers to fill hospitality jobs is shrinking. Hospitality organizations are faced with critical decisions regarding how to create an experience for their guests, being the most efficient yet effective with their scarce supply of human capital. Hence, deciding to replace labor with technology to fulfill certain tasks has ramifications on the guest experience. This course will examine societal trends leading to an uncertain labor supply; criteria for making labor-replacement technology decisions; and impacts of the human-technology interface on the hospitality guest experience. Prerequisite: HOSP 2501.

**HOSP 3506 Special Event Management (4 Credits)**

This course addresses all that is involved in the sales and production of catered events, trade shows, and meetings, from the perspectives of planners, venue salespeople, and event managers. Students will learn how to market and sell a venue; produce and respond to requests for proposals; work directly with clients during the booking process and event execution; address risk management and contractual issues; and perform other event and meeting sales and planning functions. Prerequisite: HOSP 2506.

**HOSP 3600 Lodging Valuation Principles (4 Credits)**

This course introduces students to the basic fundamental analysis of methods and techniques of real estate investment, finance, and valuation as they apply to the lodging industry. The course covers time value of money, basic discounted cash flow techniques, financing instruments, appraisal methods, and valuation techniques for income producing lodging properties. Students utilize computer software and spreadsheets for solving real estate problems. Practical applications provide students with the analytical tools and techniques to make effective real estate investment and financing decisions. Prerequisites: HOSP 2502, HOSP 2504.

**HOSP 3601 Hotel Development & Feasibility (4 Credits)**

This advanced capstone experiential learning course integrates lodging real estate financial analysis and valuation techniques to emphasize the fundamental concepts and techniques involved in the hotel development process and the various steps involved in performing a market feasibility study of a proposed hotel. Students will propose, establish and refine a concept from inception to completion, perform a market and site analysis, plan the development and construction, estimate the cost, and determine the financial viability of a full-service or limited-service hotel. Additional discussion topics include the regulatory process, financing, and risk management. Guest speakers, site visits, cases, text, practical examples and extensive use of spreadsheet software will provide students with specialized real-world knowledge and enhance their understanding of the complexities and challenges faced in lodging real estate development projects. Prerequisite: HOSP 3600.

**HOSP 3602 Facility Layout and Design (4 Credits)**

The course is focused on students who are going to become hospitality managers and will inevitably be involved with the design and planning of facilities. They will develop confidence in understanding the design process, reading and understanding plans, how to effectively critique designers to obtain the best results, what it takes to create functional spaces, and the importance of economic balance in creating designs that promise the best potential for financial success. Students will emerge with a heightened vision that will allow them to assess every hospitality experience that they encounter. They will plan a restaurant and a hotel to develop planning skills and to demonstrate creativity.

**HOSP 3650 Leadership in Hospitality (3 Credits)**

This course provides students with the knowledge, skills, and attitudes necessary to undertake leadership responsibilities in complex organizations. This course applies concepts and methodologies from the social and behavioral sciences in the analysis of leadership behavior in diverse organizational and community settings. Must have senior standing in the HPM major.

**HOSP 3700 Topics in Hospitality Management (1-4 Credits)**

Exploration of various topics and issues related to the hospitality industry. Prerequisite: HOSP 1100.

**HOSP 3800 Hospitality Experience Management (4 Credits)**

The evaluation, design, and management of service delivery systems through operations management topics from a service perspective. Included are other related topics such as customer satisfaction and managing organizational change. Must have senior standing in the HPM major.

**HOSP 3991 Independent Study (0-10 Credits)**

Independent research/study; requires written report. Prerequisite: instructor's permission.

## Innovation and Entrepreneurship

We believe that every student should have the skills to solve problems, innovate, and communicate effectively, regardless of their chosen career path. Our mission is to equip students with the necessary tools to become innovators, leaders, and change-makers. We encourage students to think big, embrace challenges, and make a meaningful impact.

Our Entrepreneurship Minor is open to all undergraduate students at DU, designed to provide students with the skills and confidence to start their own businesses. By completing the entrepreneurship minor, students will:

- Learn how to think creatively and come up with innovative ideas.
- Develop and validate their business ideas and opportunities.
- Cultivate the skills and self-assurance needed to launch a business.
- Enhance critical thinking and problem-solving abilities.
- Foster strong communication and collaboration skills.

## Entrepreneurship Minor

The minor in Entrepreneurship is available to all University of Denver undergraduate students. Business majors will complete 20 credits, and students completing a major outside of Business will complete 24 credits.

Code	Title	Credits
<b>Entrepreneurship Sequence</b>		
Required courses		
BUS 1440	The Fourth Industrial Revolution <sup>1,2</sup>	4
EVM 1100	Introduction to Entrepreneurship	4
EVM 3350	From Idea to First Dollar Sale	4
<b>Electives <sup>3</sup></b>		<b>12</b>
Select 12 hours of elective courses, including at most one 4-credit EVM elective:		
EVM 2200	Global Entrepreneurship "Innovating and Creating Value Across Borders"	
EVM 2250	Global Entrepreneurship Interterm	
EVM 2100	Social Entrepreneurship "do well by doing good"	
EVM 3400	The Innovation Amphitheater	
EVM 3401	Project Management	
EVM 3402	Creating Your Digital Presence	
EVM 3403	Ethics in Entrepreneurship	
EVM 3404	Primary Research	
EVM 3407	The Perfect Pitch	
EVM 3408	Accounting For Entrepreneurs	
EVM 3409	Financial Statements For Entrepreneurs	
EVM 3413	Design Thinking	
EVM 3414	Market Discovery and Product-Market Fit	
EVM 3417	Branding and Messaging	
EVM 3420	Cloud Technologies	
EVM 3421	Intellectual Property Issues for Startup Businesses	
EVM 3422	Startup Legal Issues	
EVM 3424	Visualizing & Presenting Data	
EVM 3425	Rapid Prototyping - 3D Printing and Laser Engraving	
EVM 3428	Developing a WordPress Website	
EVM 3430	Retail, Distribution, and SCM	
EVM 3431	Emotionally Effective Leader	
EVM 3432	Getting to Know Your Customer	
EVM 3433	The Sales Process for Entrepreneurs	
EVM 3435	How To Realistically Fund Your Business	
EVM 3436	High Performing Teams	
EVM 3437	The Art of Branding: Design Tactics for Entrepreneurs	
EVM 3438	How to Identify, Evaluate & Beat Your Competition	
EVM 3439	Social Entrepreneurship	
EVM 3440	How to Effectively Negotiate in Business	
EVM 3441	How To Create A Business Startup Budget & Forecast	
EVM 3442	Selling Online: Using Amazon as a Framework	
EVM 3443	The Marketing Mix "Converting Prospects Across the B2B and B2C Buyer's Journey"	
EVM 3444	Using Sustainability to Drive Innovation	
EVM 3445	Life Design for Entrepreneurs	
EVM 3446	Entrepreneurship in the Arts	
EVM 3447	Produce Professional Videos with Your Phone	
EVM 3448	Navigating the Gig Economy: Turn Your Passion into Profit	
EVM 3700	Real Business Cases in Entrepreneurship	
EVM 3704	Topics in Innovation and Entrepreneurship	
EVM 3710	Innovation/Creativity-Business	



EVM 3991	Independent Study
EVM 3370	Metrics & Financial Tools for an Emerging Business: Accounting and Finance for the Emerging Business
LLC 2001	IELLC: Mindsets and the Design Process
LLC 2002	IELLC: Consumer Insights, Design and Business Issues
LLC 2003	IELLC: Building Our Own Business or Non-Profit
COMP 2821	Introductory Game Design
ENME 3820	Topics Mechanical Engineering (Entrepreneurship through 3D Printing)
Submit other elective requests to Joshua Ross, Faculty Director of Entrepreneurship	

**Total Credits****24**

- <sup>1</sup> BUS 1440 will not show up in the minor area for business students. Business students take this course as part of the Business Core, and only 20 additional credits are required to complete the minor.
- <sup>2</sup> Students pursuing both the Entrepreneurship minor and the Business Administration minor will **not** be able to count BUS 1440 toward both minors simultaneously. Instead, an additional 4-credit EVM course will be needed in the Entrepreneurship minor.
- <sup>3</sup> No more than one 4-credit course can be counted toward Entrepreneurship minor electives.

**EVM 1100 Introduction to Entrepreneurship (4 Credits)**

Entrepreneurs play a critical role in driving innovation, promoting social change, creating jobs, and changing the way we live, work, and communicate. Entrepreneurs come from different backgrounds, professions and possess a wide range of skills and experiences. What entrepreneurs have in common, the desire to solve problems, make change and create value through innovation. This introductory entrepreneurship course is for students that are interested in learning about entrepreneurship or first-time entrepreneurs with an idea. Students will explore entrepreneurship and apply tools, mindsets, and frameworks for starting a for-profit business, a non-profit business, or a business within a business.

**EVM 2100 Social Entrepreneurship "do well by doing good" (4 Credits)**

Interested in making a positive impact through business while also making money? Social entrepreneurship will teach you how you can 'do well by doing good.' This course examines how all types of organizations can be used to positively impact our global society. Students will explore their own passions and see how purpose and profit can combine to create rewarding and inspiring careers and companies. Human-centered design, alternative funding, business models, and impact measurement will all be integrated to prepare students to lead impactful careers. Through class discussions, case studies, guest speakers, and hands-on application, this course will prepare students to join the growing group of innovators using business to address society's greatest challenges.

**EVM 2200 Global Entrepreneurship "Innovating and Creating Value Across Borders" (4 Credits)**

Entrepreneurship is about solving problems, identifying unmet needs and opportunities. Where some see roadblocks, entrepreneurs see opportunity. As people, cultures and business become interconnected it is important for entrepreneurs to have a global mindset and approach to business. The Global Entrepreneurship course provides you with the skills and knowledge to start a business in another country, develop a market in another country, and identify opportunities across borders. Students will develop an intercultural understanding as they learn about history, religion, culture, economy, and government in other countries. Students will identify commonalities, shared interests, and differences between cultures and apply business frameworks to develop products and services for international markets.

**EVM 2250 Entrepreneurship Interterm (2 Credits)**

This course provides you with the opportunity to explore and discover what makes for an effective entrepreneurial ecosystem. You will travel to a foreign country and meet with key actors throughout the entrepreneurial ecosystem. Additionally, you will learn about and engage with the local culture, learning how religion, customs, and culture all influence global entrepreneurship.

**EVM 3350 From Idea to First Dollar Sale (4 Credits)**

Designed to serve as the capstone course for the Entrepreneurship Minor, From Idea to First Dollar Sale takes students through the process of starting a company, launching a product, creating a market, and learning how to embrace "failure" and manage uncertainty. Student will use and apply the knowledge, skills, and tools they have developed in previous Entrepreneurship Minor courses to spin up a business in ten weeks. Most types of businesses are welcome: retail, services, technology, hospitality, etc. Students may build on an existing idea, iterate, and take it to the next level or develop an entirely new idea. Through class discussions, activities, presentations, and guest speakers, students will explore the principles of planning, testing, measuring, analyzing, and rapidly iterating a product or service. Startups require significant effort, commitment, creativity, and passion. This class is no different and whether you have started a business in the past, you will know what it takes to be an entrepreneur by the time this class is finished!

**EVM 3370 Metrics & Financial Tools for an Emerging Business: Accounting and Finance for the Emerging Business (4 Credits)**

Students are taught to link physical activity occurring in the business venture to the movement of numbers on financial statements. They draft 3 years of flexible profit and loss, cash flow, and balance sheet statements; Year 1 is monthly, Year 2 is quarterly, and Year 3 is one annual period. Students learn how to visualize the activity, metrics, and assumptions needed to support the customer experience they intend to build and how these numbers flow through their financial statements including: Generating revenue leads; Convert leads to sales; Producing the product/service; Delivering the product/service; Converting customers into repeat business; Set-up and maintain Quick Books. Cash impact of corporate governance costs (indirect) are included, such as risk management (insurance), employee benefits and compensation, facilities, technology, legal and capital expenditures, etc., understanding the tax implication of setting up different governance devices and understanding recapitalization and its implications. Students learn to identify activity metrics to drive cash basis break-even for daily, monthly, and annual periods. They will also learn how to create a Use of Funds Statement linked to their proforma'd financial statements. Students will learn different types of financing and under which circumstances these types are used-credit cards, factor loans on inventory, bank loans- including small business administration loans, angel funding, and venture capital funding. Exit strategies like M&A and IPO will also be covered. Prerequisites: BUS 1000.

**EVM 3400 The Innovation Amphitheater (1 Credit)**

Want to start your own business and invent your own future but haven't landed on a great product/service idea? Already have a business and want to expand into new spaces and offerings? This course is for people who answered yes to either of those questions. The Innovation Amphitheater takes you through 16 proven strategies and techniques to help you innovate into new spaces and find opportunities. You'll explore such strategies as cross-overs, combos, slivercasting, inside-out, old school and retro, and many more.

**EVM 3401 Project Management (1 Credit)**

Learn the basic fundamentals of project management, focused specifically on high-performing teams while starting and running an early-stage business. Explore how to implement proven project management concepts and techniques using popular tools like Trello and Asana. 1 credit hour. Prerequisite: EVM 3350.

**EVM 3402 Creating Your Digital Presence (1 Credit)**

Creating awareness of your new business venture is one of the most important tasks in the early stages of building your business. Creating awareness by driving traffic through and to your digital presence is essential. To help you as you embark on an entrepreneurial effort, this course focuses on building an integrated digital presence with a website, Facebook Business Page, Twitter account, Pinterest account, and an Instagram account.

**EVM 3403 Ethics in Entrepreneurship (1 Credit)**

Creating a business for the sake of generating profit is not enough. Businesses must contribute to the betterment of society through social, environmental, and financial gains. This course will help you build the right vision for your business by 1) engaging you in ongoing reflection and dialogue about your ethical responsibilities in product and service innovation, and 2) helping you understand cognitive, behavioral, and principled approaches to ethical issues in product and service innovation.

**EVM 3404 Primary Research (1 Credit)**

To be successful in your business venture, you need to make data-driven decisions. Much of that data can come from internal operations or perhaps secondary sources. But, to truly be successful, you need to gather, analyze, and make decisions based on primary research data from your external market. In this course, you'll learn the basic tenets of performing primary research activities including defining your market segment, building a primary research instrument, gathering data using a primary research instrument, analyzing the data, and making recommendations.

**EVM 3407 The Perfect Pitch (1 Credit)**

Essential to most new business ventures is the ability to raise capital, most notably from angel investors and venture capitalists (VCs). Raising capital starts with the "pitch," a presentation that is exciting, informative, realistic, and addresses what funds are needed, how they will be used, and how the investor will financially benefit from providing the funds. This course will help you learn how to create the perfect pitch for your new business venture. We will review both successful and unsuccessful pitch presentations. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3408 Accounting For Entrepreneurs (1 Credit)**

Accounting is an activity in any business that measures, processes, and communicates financial information and transactions. This vitally important activity will help you track your expenses, recognize your revenue, and in general keep an accurate and detailed view of the financial strength of your business. In this class, you'll learn how to process operating expense transactions (e.g., advertising and payroll expenses) and revenue transactions (both actual sales and sales on credit). You'll also learn how to appropriately handle the depreciation of long-term assets like vehicles and buildings. Finally, you'll learn how all of these transactions enable you to build a balance sheet for your new business venture.

**EVM 3409 Financial Statements For Entrepreneurs (1 Credit)**

Of the four major financial statements, the most important to a new business venture are the balance sheet, the income statement, and the statement of cash flows. Knowing how to build and interpret these are critical to your success during not only the early stages of spinning up your business but throughout the lifetime of your business. In this class, based on a wide variety of financial transactions, you will learn how to build and interpret an income statement and a statement of cash flows. (It is assumed that you already know how to build and interpret a balance sheet.) You'll also learn how to build a proforma income statement and statement of cash flows, based on the financial projections of your new business venture.

**EVM 3413 Design Thinking (1 Credit)**

Design Thinking is a creative problem solving process that builds your ability to first see and then solve human-centered opportunities. It starts with empathically looking at frustrations inside and around your organization, then moves through a variety of brainstorming sessions to build customer centric solutions. Design Thinking is a wonderful tool to help you monetize the human capital in your organization. Once we know the process, we will ask students to bring real challenges into the classroom where we will use Design Thinking to build potential new products, services and solutions.

**EVM 3414 Market Discovery and Product-Market Fit (1 Credit)**

Market discovery is about identifying demand for ideas and innovations. Students will discover that some markets have already been established and others have yet to be created. Product market fit takes time. At first new ideas and innovations may not fit an existing market, requiring a new market to be developed. We'll study example companies in a wide variety of industries that over time found the correct product market fit. Students in this Sprint will learn methodologies to find and assess product market fit for new ideas and innovations. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3417 Branding and Messaging (1 Credit)**

Branding is an essential element for any startup. Your brand is created by you and grows as your business grows. It's more than a logo, colors, and fonts contained in a style guide. It's the experience that you create for your customers. It's something your business should aspire to. Something memorable. And as you work through this course, you will get an understanding of what it takes to build the brand for your business.

**EVM 3420 Cloud Technologies (1 Credit)**

Welcome to the Cloud! What is the cloud, is it a thing, a concept, a nifty term? If you are starting a new business, thinking about starting a new business or improving the efficiencies in an existing business, you need to understand the available technologies and tools in the Cloud. Where do I host my website, how do I handle accounting, where is the email server, how do I track customers, how do I share information, what tools are available for customer support? These are just a few questions the Cloud will solve efficiently and cost effectively. The Cloud has dramatically changed the competitive landscape for startups by reducing the cost of starting a new business. The Cloud removes costly equipment, software and support expenditures; with the Cloud, you pay for what you use. This course will focus on identifying, analyzing, and implementing Cloud technologies to help run your business. Here are some of the topics we will explore and discuss: flexible costs, how and when to implement these tools, is your data safe, comparing similar services, improving collaboration.

**EVM 3421 Intellectual Property Issues for Startup Businesses (1 Credit)**

All businesses have assets, both tangible and intangible, and these assets must be managed, nurtured, accounted for, and protected. Among the most important of those assets today fall in the realm of intellectual property (IP) and are protected through mechanisms such as copyrights, trademarks, and patents. As a business owner, you must be aggressive and vigilant in ensuring that your most important IP assets are protected, as they are an important part of your brand portfolio. This class will introduce you to the role of copyrights, trademarks, and patents as tools for protecting your intellectual property. In doing so, you will learn about your rights as an IP owner and – equally as important – your responsibilities for not infringing on the IP assets of other organizations.

**EVM 3422 Startup Legal Issues (1 Credit)**

Starting a business involves a host of activities, from product/service development, to marketing, to sales and service. At the foundation of all of these activities are legal considerations. Legal considerations for startup businesses range from establishing a form of business operation, to registering with the government and obtaining the appropriate licenses, to filing sales taxes, to the management of employees (hiring, contracts, etc.), and a host of other essential activities. To get your business off “on the right foot,” this course introduces you to the legal considerations that are vitally important to your success.

**EVM 3424 Visualizing & Presenting Data (1 Credit)**

Being able to tell a compelling story, in particular with data, is a skill that is rarely taught. Today, most people either adopt reports that have existed in an organization for as long as time, or they create flashy reports using the latest tools. In most cases, neither of these reports give the end users what they want. This course will focus on giving you the tools to create purposeful reports by helping you answer the age old question around any design... Form, Fit and Function.

**EVM 3425 Rapid Prototyping - 3D Printing and Laser Engraving (1 Credit)**

The purpose of this course is to empower students to more effectively develop their creative and entrepreneurial capacities utilizing the tools of rapid prototyping. Students will identify appropriate rapid prototyping technologies to apply to unique situations. Curriculum over the course of the day progressively builds by presenting more challenging problems. At the conclusion of the course, students will be able to turn ideas into solutions that add value to a product, process, or service.

**EVM 3428 Developing a WordPress Website (1 Credit)**

What is WordPress? What is a CMS? What is Open Source? Is it a concept or a nifty term? If you are starting a new business or thinking about starting a new business you need to understand the available technologies and tools to build and manage a website. Where do I host the website? How do I create and update the website? What tools are available? These are just a few questions we will answer in the WordPress Grind. The WordPress Grind has been designed from a beginner's perspective. The goal is to provide a step-by-step tutorial for creating and publishing a WordPress website. The class will cover the conceptual framework of Open Source and Content Management Systems (CMS) and lead into the fundamentals and tools required to build and manage a WordPress website. At the conclusion of this grind, you will be able to develop, publish, and manage you own WordPress website.

**EVM 3430 Retail, Distribution, and SCM (1 Credit)**

If you have ever walked into a retail store or shopped online and wondered what it would take to create this for yourself, including setting up the store, purchasing inventory, setting prices and deciding the layout, or just wondered how this all came together to create a viable business then this Sprint is for you. If you are in the process of manufacturing a product or would like to know what goes into the supply chain to create and price your product then this Sprint is for you. If you want to learn what to consider when choosing a distribution method(s) and to get your product(s) to market then this Sprint is for you. The RSDM Sprint has been designed from a new entrepreneur's perspective. The goal of this sprint is to understand the steps and process for marketing, pricing, and selling. It is for students that want to create a product or students developing a retail store that sells products manufactured by a third party or developed in-house. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3431 Emotionally Effective Leader (1 Credit)**

Did you know emotional and social skills are four times more important than IQ when considering success and prestige in professional settings? Emotional Intelligence (EI) can be confusing. What does it mean? Is it fluffy stuff or something really tangible? Now more than ever, employers and clients are seeking leaders who display emotionally intelligent thinking, decision making and actions. How do you know if you meet those requirements? Up until recently, EI was a "gut assessment" of someone's ability to control their emotions or care about someone or something. Now, we have a valid and reliable way of understanding our emotional intelligence and that of others. We can even measure the EI of teams! It turns out EI is quite complex. Research has distinguished 12 components of EI including: self regard, self actualization, self awareness, emotional expression, assertiveness, independence, interpersonal relationships, empathy, social responsibility, problem solving, reality testing, impulse control, flexibility, stress tolerance and optimism. Want to know how you score in these areas? EI is a "talent" that, unlike IQ, can be learned and improved throughout one's life. In the Emotionally Effective Leader Grind, you will have the opportunity to assess your own EI through a valid and reliable EI talent assessment. Revealing your strengths and weaknesses, you will learn how to build your own EI and maximize the magnitude of your impact within the organizations or teams you lead.

**EVM 3432 Getting to Know Your Customer (1 Credit)**

Developing lasting relationships with customers requires time and energy up front. You need to get to know who your customers are and what they value before they will develop lasting relationships with your brand. This course on Getting to Know Your Customer will introduce students to tools and data sources that can help with segmenting and targeting, developing personas that represent different customer groups.

**EVM 3433 The Sales Process for Entrepreneurs (1 Credit)**

Sales is all about getting a person to make a purchase. Each business needs a unique step-by-step sales process that aligns with the buyer's journey. We will discuss the key aspects of the top, middle and bottom of a sales process: We will learn the key metrics and activities, both human and digital for sales teams in today's modern world. We will learn about lead generation, prospecting, lead nurturing, deal qualification, designing a sales process, sales pipeline, and forecasting, managing customer relationships, negotiating, converting leads to clients. As a self-employed entrepreneur or as an employee who works for someone else, an innovative outlook and entrepreneurial mindset is key to solving the problems our companies and society face now, and in the future. Innovators are everywhere and can add value from any role or department within their company, for example: c-suite leaders, facilities staff, IT administrators, and human resource trainers. Innovators share common traits: they see emerging opportunities where others see hopeless problems, they solve problems with creative ideas, and they evaluate ideas for their merits and shortcomings. This course is designed to teach the tools, strategies, and mindset of an innovator to help students ideate, evaluate, and innovate quickly. Students will collaborate using proven strategies and techniques to solve problems in new and unique ways. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class meeting. There is a project that is due two weeks after the in-person class meeting.

**EVM 3435 How To Realistically Fund Your Business (1 Credit)**

Essential to most new ventures is the ability to raise capital ("funding"), initially from angel investors and then from venture capitalists (VCs). The capital raising process usually starts with the "pitch", a presentation that is compelling, exciting, informative, and addresses what funds are required by the venture, how they will be used, and how the investor will financially benefit from their investment. But not all new companies are the same and the ways to fund starting a new business, business idea or a good old-fashioned startup are many. In this class we will discuss the different funding sources from a check from a friend or family member to loans, credit cards, equity investment, crowd funding and more. This course will help you learn how to identify and determine the best source capital for your business. You will also learn how to present and speak about basic and intermediate funding sources. We will define & review the basic elements of business funding while also listening to the perspectives of several entrepreneurs (small & big) and even a Venture Capitalist. You will ultimately work in groups around a hypothetical business idea. Please feel free to use an existing idea (particularly if you were in my pitch class) or feel free to choose one from the list I have posted in Canvas. Throughout class you and your group members will have several working session moments to create and draft your capital plan for your business.

**EVM 3436 High Performing Teams (1 Credit)**

Success in any business venture is often predicated on the strength of collaboration in and between high performing teams. But teams also come with their own unique set of challenges that can often hinder group productivity and cause friction, such as interpersonal issues, ambiguous goals and objectives, and competing agendas. There are techniques that team and group leaders can use to alleviate those challenges in the current era of volatility, uncertainty, complexity, and ambiguity. The High Performing Teams class is for students who are eager to build their capacity to connect as leaders more effectively and learn to leverage psychological safety to create cultures of connection where risk-taking leads to team success. Together we'll explore how you can implement the latest trends in remote and hybrid team management in a post-COVID era as well as how to incorporate the principles of diversity, equity and inclusion (DEI) to improve team performance and cohesion. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3437 The Art of Branding: Design Tactics for Entrepreneurs (1 Credit)**

Join us on a journey of crafting compelling brands through a practical approach to design and strategy. This course immerses students in the brand design process, analyzing both successful and unsuccessful brand campaigns to extract valuable insights. By refining their aesthetic sensibilities, students will become adept at creating captivating designs. Leveraging cutting-edge digital technologies, students will master the creation of a brand style guide. In the final project, students will showcase their skills by developing a captivating style guide for a new or existing business, strategically positioning it in the market. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3438 How to Identify, Evaluate & Beat Your Competition (1 Credit)**

Every business has competitors, from large corporations, “main street” businesses, start-ups... they all compete for customers and market-share. Even The University of Denver competes for students. Leave The Competition Behind is for people who like to win and don't like to lose. In this class, you will study strategic frameworks and tools that you can use to identify, understand, and dissect your competitors, the levers that you can pull to beat them (like price, quality, service). We will identify and discuss front-line tactics you can use to outwork your competition. We will explore and discuss real life cases and personal stories from various industries to illustrate the key concepts used by professionals in competitive analysis and strategy. You will apply these concepts during the breakout sessions where we will take on the Media & Entertainment industry.

**EVM 3439 Social Entrepreneurship (1 Credit)**

Social entrepreneurship is simply applying entrepreneurship principles to societal challenges. This can be for-profit, non-profit, social business, or even not an official organization at all. The consistency across all these is the desire to make society better. Finding a problem that gives you purpose is a challenge in itself, as you cannot simply think about it. You need to create a life that allows you the freedom to find this purpose, and then successfully devote yourself to this purpose. In addition, if your goal is to make society better, you want to avoid the trap of working on one problem while actively contributing to others. So the ideal social entrepreneur creates an organization and life that offers a net improvement to society. This involves learning to “socially” manage others, environmental impact, finances, etc. The Social Entrepreneurship course is for people that are eager to improve the world. We will incorporate concepts from finance, management, psychology, and even neurobiology. You will learn how to find the problem you wish to work on, and how to be more successful in addressing that problem.

**EVM 3440 How to Effectively Negotiate in Business (1 Credit)**

Every day, and sometimes multiple times a day, we persuade and negotiate with people such as funders, classmates, friends, family members, potential employers, merchants, and coworkers. However, most of us know little about what it takes to be effective negotiators. This class teaches you proven methods to support your desire to reach principled agreements by broadening your basic negotiation skills. We will learn theory-driven negotiation skills, engage in simulated negotiations, and make concrete plans to conduct a future negotiation. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class meeting. There is a project that is due two weeks after the in-person class meeting.

**EVM 3441 How To Create A Business Startup Budget & Forecast (1 Credit)**

For many people creating and evaluating business budgets and forecasts is intimidating. This applied course is designed to demystify the subject as students study, create, and evaluate budgets and forecasts. This course will provide students tools as they create an entrepreneurial budget and forecast. In addition, you will learn about metrics that entrepreneurs, investors, and banks use to evaluate these financial materials. Along the way we will consider budgets for different types of businesses, including B2B, B2C, products, subscriptions, and services. We will cover budget topics such as unit economics, breakeven, margin analysis, customer acquisition cost, and marketing efficiency plus forecast topics like burn rates, scaling, margin creep, and north star metrics. Plus, we will touch on the basics of valuation and how budget materials relate to valuation.

**EVM 3442 Selling Online: Using Amazon as a Framework (1 Credit)**

Amazon has become the de facto tool for selling Consumer Packaged Goods (CPG) online. If you're not selling your product on Amazon, chances are that someone else is already doing it for you. Unlike real estate, Amazon squatters may have (and, retain) first-mover advantages in selling products and securing organic listing authority. Anyone planning to sell products for themselves or for an employer needs to understand the Amazon landscape. Amazon has become a ubiquitous metaverse for commerce. Everything known tangibly in bricks-and-mortar retail has a virtual analogue expected to move faster and cheaper, all while subject to the scrutiny of customer reviews. The Amazon eco-system includes an army of gig workers and service providers such as lawyers and marketing professionals, subject to the same constraints. Whether you wish to become a third-party seller on Amazon or plan to work for a CPG company, understanding the power of Amazon (and, related tools) has universal application. We plan to cover the risks of entering Amazon, the criteria to evaluate successful products, protecting your brand, organic and pay-per click strategies, third-party tools, and the broad market for trading in Amazon businesses. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.



**EVM 3443 The Marketing Mix "Converting Prospects Across the B2B and B2C Buyer's Journey (1 Credit)**

How do people who have never heard of a product or company become loyal customers? Marketing leaders use a variety of tactics—from social media, digital advertising, content, customer service, reviews, emails, events, and more—to convert prospective customers to loyal ones. Converting prospects across the buyer's journey from awareness to consideration to purchase in a cost-effective manner is core to every B2B and B2C marketing campaign. During this Sprint we will learn the key elements of the marketing mix and the stages of the buyer's journey they apply to. We'll showcase common tactics and metrics used at each stage, and focus on the importance of using attribution data to improve the effectiveness of each conversion. We will also evaluate how marketing and sales leaders effectively partner across the buyer's journey, learn how the marketing mix can vary across B2B and B2C organizations, and showcase organizations that have developed highly effective marketing mixes. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3444 Using Sustainability to Drive Innovation (1 Credit)**

Want to learn how to make a difference in the world using Sustainability? This course is designed to give you the entrepreneurial skills to incorporate sustainability into a company's products, services, and day to day operations. If you want to learn how to innovate and develop sustainability initiatives that make massive societal and environmental impacts while tackling current challenges like climate change, water scarcity, equity & inclusion, this course is for you. This course provides an essential overview of the challenges that our planet and society are facing and provides you the tools you'll need to ignite your sustainable business vision and bring it to reality. If you have a passion for making a positive impact in the world and an entrepreneurial idea for a new business or a product or business solution within an existing company, come join us! Students will walk away with a working knowledge of sustainability issues and the tools to build sustainable programs into new and existing business ventures that address both a societal and market need. At the end of this sprint course, students should feel empowered with the ability to incorporate sustainable thinking into whatever their future careers hold – whether that be an entrepreneurial venture, the development of a new product, or helping businesses drive business value through sustainability. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class. Cross Listed with EVM 4444.

**EVM 3445 Life Design for Entrepreneurs (1 Credit)**

Building a meaningful life doesn't just happen - it happens on purpose. In this Life Design for Entrepreneurs sprint you will approach the challenge of designing your life as an entrepreneur the way a designer would - through empathy, experimentation, wayfinding, prototyping, and action planning. You will participate in highly interactive workshops tailored specifically for entrepreneurs, explore the social and personal narratives that shape your perspectives, and practice ways to reframe problems. A key outcome of this sprint is your design of three possible future paths as an entrepreneur – Odyssey Plans – for your life and career ahead. You will develop tangible ways to move forward and leave with an action plan with accountability. Through hands-on exercises, small group discussions, collaborative ideation, and personal reflection, this course will support the application of design thinking concepts, tools, and practices – all geared to empower self-discovery and design of your career and life as an entrepreneur. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3446 Entrepreneurship in the Arts (1 Credit)**

Whether you are a visual artist, musician, dancer, or other member of the arts community, entrepreneurial capabilities will be crucial for monetizing your artistic mission and interests. In this class, we will explore how to find gigs, successfully manage your arts-focused endeavors as a profitable business, negotiate compensation, and channel a range of experiences into career development. In addition to ensuring this foundational knowledge, we will go beyond entrepreneurial basics to help you develop the tools to support your artistic and entrepreneurial endeavors. We will bridge the gap between artistic and business training to provide an expanded perspective on arts entrepreneurship. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class. Cross listed with EVM 4446.

**EVM 3447 Produce Professional Videos with Your Phone (1 Credit)**

Anyone with a phone and an Internet connection can "shoot" and upload a video to a variety of social media platforms (Instagram, Tik Tok, YouTube, etc). Yet, many of these videos are overlooked due to their poor production, amateurish editing, and lack of a promotion plan. This "Sprint" is designed to introduce you to the world of professional phone videography and editing. Topics covered will include: getting the most out of your phone's camera (software and techniques), useful accessories for your phone camera, recording professional audio on your phone, editing video on your phone and connecting your phone to a larger editing system. Strategies for producing product videos, pitch videos, branded content, and entertainment focused media will be discussed. When you complete this course, you will be able to produce highly spreadable and professional looking videos with little more than your phone camera. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.



**EVM 3448 Navigating the Gig Economy: Turn Your Passion into Profit (1 Credit)**

Through the emerging gig economy, individuals have many opportunities not previously available to them. Many are turning hobbies, skills, and passions into income-generating side hustles, supplementing their regular income, achieving a flexible work-life balance, experiencing an easier financial transition into a new career, having extra time to obtain additional education, or growing a side hustle into a new business venture. Gig workers provide temporary, short-term services or products to consumers, and over the next five years, this economy is expected to grow from 35% to 50%. As the entire U.S. economy continues to rely less on employees and more on technology, the decline in traditional employment requires a shift in how individuals make money. Whatever your goals, let's turn what you are already good at into a profitable activity that brings additional flexibility and independence to your life. This sprint provides a thorough understanding of the gig economy, including the benefits, challenges, opportunities, and, ultimately, how one can succeed as a gig worker. At the end of this sprint, students will be ready to participate in the gig economy by learning how to leverage freelancing platforms, develop a gig economy pitch, manage finances as a freelancer, enhance marketability, and ultimately understand gig work. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class. Cross listed with EVM 4446.

**EVM 3700 Real Business Cases in Entrepreneurship (4 Credits)**

The Real Business course is designed to provide students with an opportunity to examine entrepreneurial business challenges through case studies, guest speaker, discussions and field experience. In addition to standard entrepreneurial start-ups, the course will cover international start-ups, gender issues relating to start-ups as well as fostering an entrepreneurial spirit in large organizations. Throughout the course, entrepreneurship will be examined from the perspective of business challenge as well as career choice. Prerequisites: EVM 3351 and degree checkpoint 2.

**EVM 3704 Topics in Innovation and Entrepreneurship (1-4 Credits)**

This course is custom designed to address topics that are currently in demand, such as social entrepreneurship, financing the startup after the Wall Street greed bust, finding angel investors and venture capitalists in Colorado, preparing for a pitch to investors, moving beyond startup stage, and others.

**EVM 3710 Innovation/Creativity-Business (4 Credits)**

This course is about identifying and creating customer needs, looking for innovative ways to address these needs, and pursuing those approaches that appear to have real profit potential. There are exercises to address and stimulate creativity, discussion of organizations that are considered to be creative businesses, and critical evaluation of the hurdles they face and the techniques they use. The course also includes innovative approaches to organizational effectiveness. Cross listed with EVM 4710. Prerequisites: LGST 2000 and degree checkpoint 2.

**EVM 3980 Entrepreneur Internship (0-4 Credits)**

Initial for-credit entrepreneur internship experience for students pursuing a business major and/or entrepreneurship minor, creating the opportunity to acquire meaningful work experience in a supervised, practical setting. Prerequisite: BUS 1440 (minimum grade of C-).

**EVM 3991 Independent Study (1-10 Credits)**

Student devises and completes a special learning project under faculty supervision. Topic and outline must be approved by supervising instructor and department.

## Integrated Sciences

Integrated sciences is an interdisciplinary major designed for the student who desires general preparation for a career in an allied-health or science-related field, including physical therapy, occupational therapy, physician-assistant programs and nursing. In addition, students interested in teaching science at the primary, middle school or secondary level can benefit from the broad spectrum of courses available through the major.

### Advising

The curriculum for the Bachelor of Arts in Integrated Sciences is tailored to the student in accordance with the requirements for the major listed below. Students usually work with a faculty advisor from the Department of Biological Sciences to design a curriculum that fits each student's career aspirations. See the Chair of Biological Sciences (p. 180) for advising.

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

A total of 60 credits in approved science disciplines is required; hence majors are not required to pursue a minor. Courses from any of the following departments apply toward the major: biological sciences, chemistry and biochemistry, computer science, engineering, geography and the environment, mathematics, and physics and astronomy. The 60 credits must be distributed in the following way: a minimum concentration of 20 credits each from two different departments (NOTE: departments with multiple subject codes are grouped together - for example: ENVI & GEOG or HLTH & BIOL) with a minimum of 30 upper-division credits (2000 level or above). Only 5 credits of Independent Study and/or Independent Research may count towards a concentration area. MATH 1951 is required. Integrated sciences majors are required to complete the general education requirements stipulated for science majors pursuing a BA.

## Requirements for Distinction in the Major in Integrated Sciences

- Minimum 3.5 cumulative GPA
- At least three quarters of research (Undergraduate Research or Independent Study)
- Completion of a thesis

## International Studies

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We interact with the global community in a thousand different ways every day. We connect with friends near and far remotely. We view updates on elections and currency crises, we track the spread of diseases and civil unrest, and we even follow the latest in entertainment from blogs and videos posted by people around the world. We do this using devices designed by international teams and built with materials and components from all over the world. We are part of a truly globalized planet.

The sheer volume and the speed of trans-border movement of people, products, and data mean that no country or individual exists as an island isolated from international forces. Our interdependence is a fact of life. The challenges of the 21<sup>st</sup> century are great: from controlling weapons of mass destruction to minimizing the impacts of climate change, from managing borderless trade and investment to tackling entrenched poverty and food insecurity, modern issues require international cooperation and collective solutions.

The BA program in International Studies offers undergraduate students at the University of Denver critical knowledge and skills for succeeding in a world that has gone global. Understanding how global institutions and exchanges work, and bringing an international perspective to one's professional development is a necessity for modern life. DU's International Studies curriculum gives students this foundation. Join us to learn about international events that directly affect your life, and how you can act as an agent of change for global good.

Students are required to complete a minimum of 44 credits in international studies to fulfill the major requirements. Students must also choose a specialization within the broad field of international studies. Specialization areas include Global Economic Affairs, Global Environmental Sustainability, Global Health and Development, Global Governance and Human Rights, and International Peace and Security. In addition, students are required to complete an approved study abroad program, as well as attain intermediate proficiency in at least one foreign language. Students should verify detailed requirements with the department.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

44 credits required as follows:

All courses must be completed with a C- or better in order to count towards and satisfy requirements for the major.

Code	Title	Credits
<b>INTS majors must successfully complete the following coursework and requirements:</b>		
INTS 1500	Contemporary Issues in the Global Economy	4
INTS 1700	Introduction to International Politics	4
INTS 2975	Global Issues Research Practicum	4
At least three INTS courses in the student's selected area of specialization		12
Select at least twenty additional INTS credits (5 courses) toward the major. At least eight of these credits must be completed at the 3XXX-level.		20-36
<b>Total Credits</b>		<b>44-60</b>

### Additional Requirements

#### Foreign Language Proficiency Requirement

International Studies majors are required to demonstrate intermediate level proficiency in at least one foreign language. This is not necessarily a credit-bearing requirement. Any coursework taken to satisfy the international studies foreign language proficiency requirement will be in addition to the 44 minimum credit hours required for the major.

**Study Abroad Requirement**

Students are required to complete an approved study abroad program. Coursework must be pre-approved by the department prior to the start of the study abroad program.

**Secondary Major****Secondary Major**

44 credits. Same requirements as for BA degree.

**Minor****Minor Requirements**

20 minimum credits:

All courses must be completed with a C- or better in order to count towards and satisfy requirements for the major.

Code	Title	Credits
<b>INTS minors must successfully complete the following coursework:</b>		<b>8</b>
INTS 1500	Contemporary Issues in the Global Economy	
INTS 1700	Introduction to International Politics	
<b>Select at least three additional INTS courses as electives toward the minor.</b>		<b>12</b>
INTS minors may satisfy remaining requirements via INTS courses of their choosing. INTS electives must have the INTS prefix to count towards elective and credit requirements for the INTS minor. There is no specialization requirement for INTS minors.		
<b>Total Credits</b>		<b>20</b>

**Requirements for Distinction in the Major in International Studies**

- Minimum 3.5 cumulative GPA (at the time of application and graduation);
- Minimum 3.7 major GPA (at the time of application and graduation);
- Prerequisites: successful completion of all INTS core courses (i.e. INTS 1500, INTS 1700, and INTS 2975), and at least two, 3000-level INTS courses;
- Submission of Departmental Distinction application, by December 1st of your junior year. Applications will be reviewed by the BA Program Committee in INTS and, if accepted, students will be notified prior to the registration period for Spring Quarter of their junior year. The application form is available on our Undergraduate Digication site (<https://du.digication.com/korbel-undergraduate/home/>). Failure to apply on time will invalidate a student's eligibility to participate in the program. (Note: If a student plans to study abroad during spring quarter of junior year, they must submit their application by December 1st of their sophomore year to remain eligible for Departmental Distinction.)

Students accepted to the Departmental Distinction Program must successfully complete the following curriculum in a satisfactory manner in order to achieve distinction in INTS:

- INTS 3000 Research Methods & Design (4 credit hours) - Spring Quarter of junior year. (Spring quarter of sophomore year if student is planning to study abroad spring quarter of junior year.)
- INTS 3990 Thesis (4 credit hours) - Fall or Winter Quarter of senior year.

**International Studies**

INTS 1500 and INTS 1700 are approved as SI-Society courses. Students majoring or minoring in INTS are allowed to count one of these courses toward the SI-Society requirements in addition to it being counted toward the major.

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
INTS 1500 or 1700	4	INTS 1700 or 1500	4	INTS 2975 (or INTS specialization course/INTS elective)	4
Language sequence <sup>1</sup>	4	Language sequence <sup>1</sup>	4	Language sequence <sup>1</sup>	4
AI-Society (or other Common Curriculum course)	4	SI-Society (or other Common Curriculum course)	4	AI-Natural (or other Common Curriculum course)	4
<b>16</b>			<b>16</b>		

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
INTS Specialization course or INTS 2975	4	INTS Specialization course or INTS elective	4	INTS Specialization course or INTS elective	4
Language sequence <sup>1</sup>	4	Language sequence <sup>1</sup>	4	Language sequence <sup>1</sup>	4
SI Natural sequence	4	SI Natural sequence	4	SI Natural sequence	4

AI-Society (or other Common Curriculum course)	4	Minor/Elective Course	4	SI-Society (or other Common Curriculum course)	4
INTZ 2501	2				
	<b>18</b>		<b>16</b>		<b>16</b>
<b>Third Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ABRE 2988	0-18	INTS Specialization course or INTS elective	4	INTS Specialization course or INTS elective	4
		Minor/Elective course	4	Minor/Elective course	4
		Minor/Elective course	4	Minor/Elective course	4
		Minor/Elective course	4	Minor/Elective course	4
	<b>0-18</b>		<b>16</b>		<b>16</b>
<b>Fourth Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
INTS Specialization course or INTS elective	4	ASEM	4	INTS Specialization course	4
Minor/Elective course	4	INTS Specialization course	4	Minor/Elective course	4
Minor/Elective course	4	Minor/Elective course	4	Minor/Elective course	4
Minor/Elective course	4	Minor/Elective course	4	Minor/Elective course	4
	<b>16</b>		<b>16</b>		<b>16</b>
<b>Total Credits: 178-196</b>					

- <sup>1</sup> Must complete the final course in the intermediate sequence, or above, of one foreign language taught at DU with a C- or better to fulfill INTS FOLA requirement.
- <sup>2</sup> INTZ 2501 Exploring Global Citizenship is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

**INTS 1500 Contemporary Issues in the Global Economy (4 Credits)**

Introduction to a range of pressing problems and debates in today's global economy, such as global economy, global markets and the global commons. Students will have a good understanding of the policy challenges posed by global economic integration and theoretical frameworks for understanding the functioning of the global economy. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**INTS 1700 Introduction to International Politics (4 Credits)**

This course critically examines the nature of contemporary global society. It is designed to familiarize students with the broad parameters of international politics and takes into account numerous methodological and theoretical perspectives. The course explores both the historical development of international politics and how the business of international politics is "done." The course examines issues such as war and peace, human security, the politics of climate change, and international human rights. The overall goal of this course is to introduce students to the field of International Politics and to make them conversant about the major issues facing the global system in the 21st century. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**INTS 1988 Study Abroad Resident Credit (0-18 Credits)**

**INTS 2160 Labor in the Global Political Economy (4 Credits)**

This course explores and examines the role of labor in different parts of the global economy. According to world systems theory (Wallerstein et al.), there is a global division of labor into three zones: (1) core (essentially the wealthier, high-tech, highly industrialized economies), (2) periphery (generally, but not always those that provide basic food stuffs and unprocessed raw materials to the richer countries), and (3) what is referred to the 'semi-periphery' (countries that have elements of both the core and the periphery, which tend to be 'in the middle' economically, so to speak). In each of these three zones of the global economy, labor tends to function in quite different ways in terms of wages and working conditions, technical pre-conditions (education of the work force), etc. In a similar light, many manufactured products today are not made in one place, but are the products of this global division of labor. Often one part of the manufacturing process begins in one zone, but the refining and final manufacture takes place somewhere else - making the process truly global. The global division of labor is made possible by increasingly cheap transportation costs and cheap sources of energy. Consequently, the course examines the processes of the global division of labor, how it seems to influence global production and its fundamental dynamism (but also instability), as production moves from one part of the world to another.

**INTS 2180 Politics of Development (4 Credits)**

This course seeks to answer an overarching question that plagues development studies: why are some countries poor while other countries are rich? Furthermore, we ask why poverty is persistent around the world, and how the economic, political, and social structures of a society can improve conditions of poverty within a country. We begin answering these questions by reviewing the history of development, especially development conceived since the 1950s, when the post-war world saw a need to rebuild societies in Europe, up to the present time, when human development became the focus in the decade following the end of the Cold War. The course covers the major documents promoting theories of development, as well as looks at the historical record of the implementation of development policies (noting the divergence between theory and practice). We consider specific case studies in the process of asking why some countries are poor and others are rich. Furthermore, we are concerned with the role of country policies and implementation practices, with the impact of international organizations (multilateral development organizations), and the influence of bilateral foreign aid, on development progress or decline within countries.

**INTS 2181 Culture and Identity in World Politics (4 Credits)**

How can a cartoon represent both humor and disdain? How can it become a symbol for freedom of speech and a trigger for violence? As events in recent years in Paris, Ukraine, Guinea and the US show, the symbolic importance attached to actions and artifacts vary and trigger different responses. This course will examine how culture and identity influence the perception of world issues and reactions to them. We will look at the construction of meaning and its impact on priorities and political action. We will also explore power dynamics and political voice.

**INTS 2218 Intelligence Analysis and the U.S. Policymaking Process (4 Credits)**

This course will provide an overview of the intelligence collection and analysis cycles, as well as the national security policymaking process. It will examine case studies in which both the perceptions and biases of analysts or policymakers resulted in intelligence failures, and discuss ways to avoid those misperceptions and counter biases. The course will conclude with a short simulation in which students will each play a member of the National Security Council, debating over the pros and cons of an important foreign policy decision.

**INTS 2235 Gender and International Relations (4 Credits)**

How does gender shape international relations (IR)? How do ideas about masculinity and femininity affect war and peace? The global economy? Migration? Foreign policy? What do feminist perspectives contribute to the study of IR? These questions have relevance for the academic study of IR as well as the lived experiences of people around the world. Answering them requires attending to the ways in which gender and aspects of sexuality are constructed through social and political relations, and the hierarchies of power they reflect and maintain. Overall, this course encourages students to grapple with the issue of if and how gender matters in international relations. We will begin by introducing the concepts and theories necessary to investigate, research, analyze, and understand the gendered nature of international relations. Next, we will use this knowledge to compare gendered and feminist perspectives on IR to mainstream IR and explore why they have not been fully integrated. Then we will engage in gendered analyses of a variety of topics in IR, focusing especially on security and the economy. We will finish by carrying out research on a topic of our choosing, using the lenses and tools we have developed. In the end, students should consider whether this sort of perspective provides a more nuanced and holistic way of understanding IR.

**INTS 2275 Climate Breakdown (4 Credits)**

We live in a time when the planet is undergoing great stress and strain. Multiple global environmental problems are pushing us to the precipice, but few people address the scope and scale of the problem. Clearly, the planet is undergoing powerful changes, much of it due to human activity. Indeed, this is exactly what we mean when we say we are now living in the Anthropocene epoch, where human activity has significantly altered the Earth. However, as complex the problems facing humanity are, a very simple question arises: Will humanity have enough time to turn away from going over the cliff and become sustainable? Although it is impossible to answer that question with any certainty, we have a much better chance of discovering an answer by realizing two basic components of the problem: 1) planetary stability, and 2) the planet as a system. This class distills the complex relationship between human activities and planet stability by understanding what planetary boundaries are and what it means when we push past them.

**INTS 2293 Democracy and Militarism in Latin America (4 Credits)**

Many note that even as democratization has taken place throughout Latin America, there has been a persistent and evolving role for the military, police, and private security forces in many cases. The purpose of the class is to explore this apparent contradiction by examining the various internal and external pressures that have come to bear on these societies. Through approaches derived from comparative politics and international political economy we study domestic factors such as interest groups, political parties, social movements, and governing institutions on one hand, and the role of international relations and organizations on the other.

**INTS 2370 Globalization and the Knowledge Economy (4 Credits)**

Much has been made of a new "knowledge economy" in which human capital has ascended to prominence over the traditional components of capital and labor. Further, the concept of "economic globalization" captures the realities of increasing interactions but exaggerates the notion of a single world economy connecting all producers, distributors, and consumers. In this class we examine the meaningful yet variable processes of increased knowledge diffusion and economic interaction to identify clusters of innovation, indicative of the knowledge economy. We then assess the applicability of globalization on a sector/ industry basis to identify ongoing transformations and future implications for knowledge development.

**INTS 2377 War in Ukraine (4 Credits)**

The war in Ukraine is a tragedy for all who are impacted. It is also a critical political/strategic event of the early 21st century and an insight into how political violence and the reactions/responses it provokes play out in a globalized world. Given we, sadly, cannot wish away war however defined, it is important to understand how/why this war started (the past), how/why it is playing out the way it is (the present), and what might happen going forward both specifically in the case of the Ukraine-Russia War/conflict and in other potential cases of future state level political violence (the future). As we are all citizens of states/societies confronting how to respond to threats to peace, our states/societies, and the world we live in, the war in Ukraine is a critical case study we can learn from and test our knowledge and preferences against in real time. Only in this way can we think seriously about the realities of political violence, international/global politics and strategic practice, and the humanitarian, social, economic, political, and physical costs that stem from war in a global age.

**INTS 2380 Comparative Development Strategies (4 Credits)**

Why do people in some countries have so much, while people in other countries lack basic necessities? This course explores the field of development economics, exploring the challenges improving quality of life in poor countries. We look at national-level indicators and explore theories of aggregate economic growth. But we also zoom in on particularly pernicious challenges, including health, education, the environment, agricultural transitions, demographic shifts, and human mobility. Students are invited to act as development practitioners themselves, developing skills in data analysis as well as grant writing.

**INTS 2430 History of the Middle East (4 Credits)**

This course treats the emergence of the modern Middle East in the modern period, roughly from the late 18th century to the present and examines the following topics: reformist attempts to meet the European challenge; the age of colonialism; the rise of nationalism; development strategies of socialism and capitalism; the impact of Israeli and Palestinian nationalism; the petroleum factor; the Islamic revolution in Iran; Saddam Hussein's Iraq; the Gulf War and the war on terror.

**INTS 2440 Women, War, and Peace (4 Credits)**

Conflict is gendered: it both shapes and is shaped by the gendered roles people play in society. Traditionally, men fight while women play supportive roles, men are perpetrators of violence while women are victims of this violence. However, this simple story is not only inaccurate, it limits our capacity to identify and analyze the full range of activities that men and women pursue during conflict. This story encourages us to valorize the warrior man and condemn men as cowards who will not take up arms. This story encourages us to expect women to be the victim and to ignore or treat as aberrant women who are perpetrators of violence themselves. This story also ignores the reality that the male/female dichotomy does not represent the full continuum of gender expression. The processes of peace-building are similarly gendered as it is elites who sit down to discuss the cessation of violence and design peace agreements and these are nearly always men who fight. Post-conflict environments are structured by peace agreements. When agreements are written by particular men, institutions and social structures tend to maintain the same kinds of gender bias that existed during conflict. This class will explore a range of issues guided by the question: how are conflict and post-conflict processes gendered?.

**INTS 2468 Resolving Conflict by Negotiation (4 Credits)**

Social conflict is a national and global issue often expressed in violent ways culminating in shootings, civil war, and international terrorism. It is easier to escalate conflict than diffuse it, and easier to fight rather than negotiate, situations that often lead to frustration and insecurity for disputants. This course examines approaches and mechanisms of conflict resolution within the context of personal, cultural, and political barriers to understand why parties continue to fight or manage to solve their differences through settlement and reconciliation, and teaches techniques of conflict resolution, essential skills for progress and prosperity in the modern world.

**INTS 2470 Crime & International Politics (4 Credits)**

What constitutes a crime in one location may constitute a personal right, a survival strategy or legitimate business opportunity in another. So how then does one address criminality in a global society? This course explores the roots of transnational crime and both domestic and international response to criminal networks. Topics include corruption, the drug trade, and human trafficking.

**INTS 2490 Introduction to Global Health (4 Credits)**

This class is an introduction to the field of global health and explores relationships between social, political, cultural, and economic conditions of mostly low and middle-income countries and their impact on health and health services. We will spend some time covering health issues in high-income countries as well. A major focus of the course is the evolution of primary health care and alternative strategies in global health. Topics addressed include: maternal and child health, nutrition, the rise of non-communicable diseases, water and sanitation, community engagement, global health agencies, and funding sources. The course presents an overview of the multiple factors that influence global health and emphasizes the importance of a multidisciplinary approach to global health challenges.

**INTS 2565 Debates On Democracy (4 Credits)**

This course will cover a range of questions and issues related to the contemporary practice of democracy around the world. We will begin the course by briefly addressing questions about how to study democracy, including definitions and measurement. We will then turn to the question of why some countries adopt and practice democracy, while many others remain under authoritarian systems of rule, paying special attention to why and how democracy is apparently under increasing threat in some parts of the world. The second part of the course will assess issues of governance – why and how democracies do (or do not) effectively address the security, economic, environmental, and social needs of their populations. The third part of the course will address emerging challenges for democratic systems of government such as changes in information technology, migration and the management of diversity, and globalized capitalism.

**INTS 2590 U.S.-Russia Relations (4 Credits)**

This course combines study of Russia's history, political geography, and ethno-national composition, and political institutions to examine U.S.-Russia relations, with an emphasis on the period from the end of the Cold War to the present. We will focus on the issues around Russia's societal collapse at the end of communism in East and Central Europe, its post-Communist transition, U.S.-Russian cooperation, American and European democracy promotion efforts, Russia's response to EU and NATO expansion, Russia's determination of its foreign-policy interests, its interference in the domestic affairs of former Soviet Republics (its so-called "near abroad"), and other sovereign nations.

**INTS 2595 Political Risk and International Politics (4 Credits)**

Political risk has risen in both scale and relevance since the start of the 21st Century to become a vital tool for policymakers, military planners, and global business leaders to chart a course forward. This course will provide you with an introduction to this exciting and growing discipline, introducing concepts like scenario analysis, field reporting skills, forecasting, and other tools of the risk consulting industry to familiarize you with this evolving practice area. We will explore how modern governments, NGOs, and multinational businesses factor risk into the decision-making process. We live at a time of great geopolitical transition and risk lurks around every corner. From the War in Ukraine to the debate over climate change to gyrating interest rates and energy prices, there has never been a more important moment to understand how to integrate risk into your thinking.



**INTS 2605 Nuclear Weapons in International Security (4 Credits)**

What role do nuclear weapons play in international politics? Why do states develop nuclear weapons? How are these weapons used in different crises? This course is an introduction to different themes in nuclear politics. The course will introduce students to the history of nuclear weapons, theories of nuclear deterrence, crises, non-proliferation, and disarmament. We will examine the nuclear weapons choices of different states, including those who have developed nuclear weapons, and those which have chosen to give them up. We will also assess if the international nuclear non-proliferation regime has been successful in attempting to spread nuclear weapons. The course will train students to pay attention to theoretical debates on nuclear weapons and how they speak to policy considerations and assess these arguments using historical empirical evidence. The course will also use these tools to assess current nuclear challenges with regard to U.S.-China competition, and the different crises involving North Korea, Iran, Russia, India, and Pakistan.

**INTS 2667 Illicit Markets (4 Credits)**

This course explores the relation between illicit networks, security, and the state in the global economy. We study the links between what is considered formal and informal, and legal and illegal, to examine what official views obscure in the everyday relations of transnational activities. The material largely examines illegal practices from the ground-up from the perspectives of everyday people, communities, and those involved in extra-legal activities. We begin with a critical examination of the categories of "illegal," "illicit," "the state," and "corruption." We reveal these categories as socio-cultural and political constructs rather than as pre-existent neutral categories of analysis. Who applies these definitions? How have they changed and what interests do they serve? Are distinctions between "illegal" and "illicit" useful or do they obscure the power of the state to determine legitimacy? Are some activities inherently illegal? Moreover, we explore the impacts of state security and militarization efforts on extra-legal networks and experiences of insecurity.

**INTS 2700 Topics in Intrnl Studies (4 Credits)****INTS 2701 Topics in Int'l Studies (4 Credits)****INTS 2702 Topics in Int'l Studies (4 Credits)****INTS 2703 Topics in Int'l Studies (4 Credits)****INTS 2704 Topics in Int'l Studies (4 Credits)****INTS 2708 Contemporary US Foreign Policy (4 Credits)**

When the United States first won its independence, its leaders sought to avoid at all costs the countless problems awaiting any country engaging in foreign affairs. Indeed, John Quincy Adams, in 1821, warned the United States of the dangers of "going abroad in search of monsters to destroy." In September of 2002, however, as American forces occupied one country and prepared to invade another, the Bush Administration released its National Security Strategy of the United States, which states: "To contend with uncertainty and to meet the many challenges we face, the United States will require bases and stations within and beyond Western Europe and Northeast Asia, as well as temporary access arrangements for long-distance deployment of U.S. forces." How did we go from isolation to empire? In this course, we will attempt to answer this question by exploring the progression of American foreign policy from its emergence out of isolation to its current stage of interventionist superpower. We will also identify and discuss key issues that are driving America's conduct abroad as well as evaluate the strengths and weaknesses of the given policies addressing these important issues. By the end of the class, students should have a solid knowledge of the major themes and developments in the history of American foreign policy as well as the ability to reflect critically upon on-going foreign policy debates.

**INTS 2715 Introduction to Comparative Politics (4 Credits)**

This course offers an introduction to the comparative study of political systems throughout the world. In the years following World War II, social scientists traveled extensively to newly decolonized regions of the world to examine societies there. Many found conditions so distinct from those of the western world that they warranted new models of political development. The distinguishing of development patterns in remote regions from those of western nations became the origin of modern comparative politics. The course considers both the impact of internal and external variables on political development. Internal or "domestic" variables include ideology, geography, economics and culture, while external variables include "globalization" and international conflict. Class includes understanding and critique of models of political development including classical liberal, authoritarian, communist, post-communist, "late" development, and social democratic models. It also includes discussion of possible new models in light of globalization and other factors.

**INTS 2725 Comparative Politics of the Middle East (4 Credits)**

In this course we will study the political systems of the contemporary Middle East, with particular attention to dynamics of stability and change. The course introduces students to contemporary Middle Eastern politics. The goal is to provide students with historical background and theoretical tools to answer the following core questions: (i) Why there are no Arab Democracies? (ii) What accounts for the rise and fall of popular uprisings in the Arab world since 2010? (iii) What accounts for the region's current economic hardships? and (vi) Would the adoption of Western-style political institutions improve governance and stability in the region? We will evaluate possible answers to these questions by scrutinizing the logic of theories, identifying their implications, and assessing them with available data. All of these questions will be examined in the context of the ongoing Arab uprisings. Throughout the course, we will study three different topics; first, we will study the making of the Middle East; second, we will study a variety of dynamics shaping the current politics of the region; and finally we will tackle a number of case studies in the Middle East. Prerequisite: INTS 1500 and INTS 1700.

**INTS 2760 Epidemics, Pandemics, and Panic (4 Credits)**

Sickness has terrorized humankind for centuries. Be it the Black Death, HIV/AIDS, Ebola, or the flu, diseases sweep through society leaving death and destruction in their wake. At times, it is the the microbes that cause the greatest amount of suffering. Smallpox, for example, is believed to have killed 200-300 million people in the 20th century alone. But at other times, it is the people, who respond with ignorance and fear, that exacerbated the situation and inflict untold pain. Public policies which punished the poor for their poverty resulted in a million plus deaths during the Irish Potato Famine is one such example. Likewise, community responses couched in fear and victim blaming left tens of thousands to die from HIV/AIDS before serious public efforts to attack the disease began. Although illness brings out the worst in humanity, it also brings out its best. It was the pain and suffering from smallpox that led to the creation of the vaccine, a tool that saved millions of lives. It was belief in the benefits of a smallpox-free world that led mortal enemies to work together during the Cold War to eradicate this threat. This course will examine threats to the health of people around the world, it will look at the scientific tools available to protect our health, and will explore how both biological and social factors contribute to successes and failures of such efforts. This course is designed for those who do not have any background in public health, biology, or in public policy but are fascinated by how global society shapes and is shaped by the most humble or living things—microscopic organisms. Throughout the class, you will learn the basics about biological factors that influence the spread of disease, and learn about medical and social tools we have to control the same. We will examine public and policy response to ancient and modern plagues. Case studies include Black Death, Smallpox, influenza, HIV/AIDS, famine, and emerging biological threats.

**INTS 2780 Global Corporate Responsibility and Accountability (4 Credits)**

The course explores the role of corporate responsibility and accountability in a global context. Neoliberal globalization characterized by free trade has greatly expanded the role of global corporations in most countries. The practices and behavior of corporations are determining the quality of life for people throughout the globe. Yet there are few rules and laws that govern corporations on a global scale. While a corporation may exhibit social and environmental responsibility and respect human rights in one country, it may be a different matter altogether in the Global South where there are fewer restrictions on corporate behavior. Transnational corporations increasingly recognize that engaging in good practices to improve lives and communities extends beyond ethical and moral considerations. In many cases, corporations have been forced to change practices due to actions by civil society and governments. These actions have meant that corporations must consider monetary and reputational risks when considering the effects of their operations. These risks are increasingly built into business models to reduce expected and unexpected costs of community resistance and civil unrest. This has resulted in the “business case for global corporate responsibility.” Against this backdrop are charges by NGOs and labor unions of corporations engaging in “greenwashing” and “blue-washing.” The course seeks to expose students to various forms of corporate responsibility and accountability together with several global governance systems. The course will be useful to those students who are concerned about the ethics of global corporate investment and may want to work inside a transnational company. The course will also appeal to those who want to affect change through government or civil society organizations. It will also be advantageous to those interested in pursuing further study in this area. Finally, third party social auditing of transnational corporations is expanding, and the course provides some insights on work in this area.

**INTS 2790 Ethics and International Affairs (4 Credits)**

This course examines the following: social science and ethics, power-rivalry and capitalism versus human rights and democracy, the dimensions of poverty, what role the World Bank plays, the laws of the people, the two classes of human rights, national interest, and tolerance. At the end of this course, 1) students will have listened to the voices of indigenous, Black, and Latin women describing the oppression their communities have faced, 2) thought deeply about the “solidarity-dividend” (Heather McGhee) available to all including white folks in college education, health care, and every aspect of economic and social wellbeing, 3) have an understanding the role of settler colonialism and colonialism in the initial emergence and reemergence of fascism, and 4) understood the characteristic features, from Nazism to Putin to today in America, of the anti-democratic and inhuman Right.

**INTS 2810 Racism and Resistance: Denver and Beyond (4 Credits)**

Our country and our University have achieved some great things. But our history is also one of genocidal racist misogynies, starting at DU and in Denver with the Sand Creek Massacre and the later rule of the KKK and “eugenics.” Listening to the voices and responding to the actions of those whose humanity has long been denied is a first step to creating a genuine democracy which upholds the equal basic rights of each person (what is foreshadowed - though only for some - in the First Amendment). Growing out of discoveries about this history in the University Report on John Evans and the Sand Creek Massacre as well as a new manuscript, “Murderous Bigotries,” which relies on extensive research in the DU and Denver Public Library Archives, this course will honor first and foremost the voices of those long denied or forgotten who worked, mainly from below, to challenge these oppressions. It will also identify the destructive consequences for all of us of “white’ supremacist” misogyny.

**INTS 2930 Contemporary Latin American Politics (4 Credits)**

This course provides an introduction to the study of Latin American politics. It is designed to provide students the opportunity to better understand how Latin American societies and political systems are organized and the major issues facing these governments and their citizens. Although a wave of democratic transitions in the 1980s and 1990s transformed most Latin American countries into electoral democracies, the extent to which countries can be said to have fully democratic regimes varies widely today.

**INTS 2975 Global Issues Research Practicum (4 Credits)**

This is the third and final required course for all international studies majors. In the first two introductory classes, you acquired knowledge about international politics and the global economy. In this class, we investigate where that knowledge came from. How do researchers learn things about the political world? And how can you do this kind of research yourself? Students will learn about different types of international studies research, and will practice collecting and evaluating evidence from interviews, surveys, the written record, and quantitative sources. You will learn to ask a compelling research question, critically evaluate existing research on your subject, and find evidence that will help you answer your question. Your final project will be to design a research project that you could feasibly conduct in a future quarter. Prerequisites: INTS 1500 and INTS 1700.

**INTS 2988 Study Abroad Resident Credit (0-18 Credits)****INTS 3000 Research Methods & Design (4 Credits)**

This course is designed for advanced International Studies majors, including Department Distinction, that intend to write a thesis in INTS. It introduces students to the fundamental elements of social science research and will serve as a workshop to complete a literature review and write a research proposal. The basis of any scientific investigation is the research proposal in which you formulate a question and design a process by which you will explore that question through a systematic collection and analysis of evidence. The design process is the same whether you are writing a short class research paper, or are conducting a major research project, such as a thesis. The manner in which evidence is gathered and analyzed, however, will vary based upon the research question, research goals, and resources. We will therefore go through the process of research design. Because international studies provides multiple methods of inquiry, we will also explore quantitative and qualitative methods that may be used to gather and analyze evidence. Prerequisites: INTS 1500 and INTS 1700. Must be an INTS major and receive departmental permission.

**INTS 3002 International Trade and Development (4 Credits)**

This course introduces students to the politics and economics of international trade. Special attention is paid to the relationship between international trade and economic development and to the experiences of developing countries in the international trading system. Alternative perspectives are introduced and applied, both historically and to a selection of contemporary issues that affect developing countries.

**INTS 3003 Politics of Germany (4 Credits)**

Through this course we begin to engage and understand Germany's past, present, and future developments in defining identity and how identity influences internal and external politics. We conduct the course in the politically-charged eastern German regions of Berlin and Saxony where both historic and current events carry additional relevance, including the rise and fall of fascism, post-Cold War divisions, the hope and realities of reunification, and ongoing debates concerning national identity.

**INTS 3009 Culture and Politics in Japan (4 Credits)**

The main aim of this course is to understand how the political culture of Japan has impacted both its domestic and foreign policy. The course analyses the Japanese political culture within its historical context, highlighting the question of how the culture of Japan interacted with other dynamics (such as history, economy, social and political forces) to shape modern Japanese politics both at home and abroad. Social and political actors such as conservative political parties, the bureaucracy, and the business community are closely analyzed. Special attention is given to study how Japan was caught between different geostrategic-cultural orientations such as "Westernism" and "Asianism" and the impact of these factors on Japan's postwar foreign relations. In this context, the course is looking to see how the defeat in WWII has impacted both the political culture and foreign policy in Japan. Through this summer visit to Japan (Tokyo and Hiroshima), students will meet scholars of Japanese political science and public administration, diplomats, members of political parties, NGOs, and the business community. Moreover, visits to historical sites, Hiroshima Peace Memorial Museum (Hiroshima), the Diet (the Japanese parliament), and both modern and historical cities in greater Tokyo area are also planned to get primary data for better understanding Japanese politics and culture.

**INTS 3013 Corruption – A Global Epidemic (4 Credits)**

Corruption is a ubiquitous phenomenon in all political systems, whether democratic or authoritarian - from illegal campaign contributions and lobbying tactics in America, to vote buying and hijacking elections in Africa, from rigging official government-issued macroeconomic reports in Europe, to securing safe havens for drug, arms, and human trafficking in Latin America and Asia. This class explores corruption from a comparative and international perspective and raises questions such as: What is corruption and how is it measured? What are its causes and effects? Do they vary across countries or regions in the world? When and how does it impede economic opportunity and can it actually lead to efficiency gains? Through what mechanisms does it erode political legitimacy and democratic institutions? What are the "human" costs of corruption? In asking these questions, the course features a number of documentaries and tries to evaluate how conditions for and outcomes of corrupt behavior are similar and different across Europe, North America, Africa, Asia, and Latin America. In addition to the issues related to corruption, the class will also offer a critical review of the contemporary recommendations for "fixing" the problem. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3016 Global Governance (4 Credits)**

The term "global governance" is often associated with the deepening of globalization. Many parts of what we see as global governance, though, from international law to international organizations to international regimes to international norms have longer histories. The architecture of global governance has often been assumed to be nation states organized into international organizations but in the last 30 years we have witnessed an increasing range of different actors and forms. In this course, we will examine these various actors and forms and how they interact in the governance of three issues areas: climate change, business/security/human rights, and cyber. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3017 The Revolutions of Black, Brown, and Indigenous Peoples: Violence and Nonviolence (4 Credits)**

This course focuses on revolutions of black, brown and indigenous people in the Americas, ones historically forgotten in academia, as well as the issue of violence and nonviolence in the Chinese, Indian, Tibetan and South African revolutionary movements. It will set this glaring omission and rich discussion in the context of the eugenics which marked the study of international relations and sociology, including of revolutions, in the United States in the 1920 and 1930s and whose influence continues until now. We will begin from Robert Vitalis's surprising *White World Order, Black Power* which underlines the central role of W.E.B. Dubois in challenging these racist disciplines. We will also read Aldon Morris's *The Scholar Denied* on Dubois' founding of an anti-racist American sociology and how, for political reasons, this came to be denied by the famous, egregiously racist "Chicago" school of Robert Park. We will begin from the great struggles – black soldiers on both sides in the American Revolution and how black Patriots played the decisive role on the American side, benefiting all revolutionaries (Gilbert, Black Patriots and Loyalists), the great insurrection of people who were enslaved which made Haiti (CLR James, *Black Jacobins* and Elizabeth Fick, *The Making of Haiti*), and the role of pardos (blacks) and indigenous people in Venezuela (Robin Blackburn, *The Overthrow of Colonial Slavery*) – in the New World. We will trace the role of those who were enslaved in forging many great revolutions – each of which is vital to creating a free society for all - which have been hidden academically and historically, by a kind of amnesia. We will then explore the debates about violence and nonviolence central in mass uprisings against colonial racism and domination in China, Tibet, India, and South Africa. We will consider explanations of why such major revolutionary movements have been long "forgotten" in academic study and ask what new light these revolutions cast on the standard trajectory of European revolutions. At the end of the 19th century, W.E.B. Dubois, for example, refers to the "color line" in projecting twentieth century movements. In academia, the past is often interpreted in a "too European" and, unselfconsciously, "White" (often "forgetting" colonialist and racist crimes...; hostile to ordinary white folks) idiom. In addition, we will discuss the revolution from below in China - rarely considered with dispassion or even sympathetically, though Theda Skocpol and William Hinton do - as well as the oppression/ethnic cleansing of minorities in China, particularly in Tibet. We will thus contrast some strengths and weaknesses of regimes emerging from violent revolutions in the Americas, Haiti, and China, and look at attempts to forge mass nonviolent revolutions and learn from/modify Gandhi in India, Tibet and South Africa. We will also compare movements of indigenous people in the Americas, Palestinians, and Tibetans against settler colonialism. Finally, we will ask to what extent the nonviolent transition to a new regime actually limits future oppression and violence in India and South Africa. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3020 Introduction to Middle East and Islamic Politics (4 Credits)**

The contemporary politics of the Middle East cannot be understood without some debate of the West's relationship with the region and the associated view of the Orient that grew out of this relationship. In light of this reality, the state system that has emerged in the region since the demise of colonialism forms a suitable framework in which to understand the major themes of this course. The first major theme to be discussed is the impact of colonialism on the region, particularly in the latter half of the nineteenth century and first half of the twentieth century. In this section of the course we explore the nature of political rule and government and the prevailing economic motive behind this imperial and colonial relationship. The second theme of this course explores political ideologies, both secular and religious. A historical overview of this development will be explored in the context of current theories of nationalism posited by authors such as Benedict Anderson, Eric Hobsbawm and Ernest Gellner. The final section of this course briefly explores the theme of democratization and its discontents in the Middle East. The focus is on recent debates about democratization that have been promoted from outside the region as a means of combating tyranny within the region, particularly the perceived anti-democratic nature of political Islam. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3021 Introduction to Islam and Politics (4 Credits)**

Since the eruption of the 'Islamic Revolution' in Iran in 1979, 'political Islam' has influenced both public and academic debates. Though often accused of being 'anti-democratic' forces, Islamic political actors have dominated electoral politics in the Middle East and have spread politically elsewhere in world politics. The Islamic Salvation Front "ISF" in Algeria, the Justice and Development Party "AKP" in Turkey, the Islamist Hamas in Palestine, Nahda in Tunisia, and Muslim Brothers in Egypt have all defeated their secular opponents in democratic elections in the last three decades and many of them were ousted by military interventions. What is political Islam about? Is it harmonious with democracy? What are its intellectual, social, and historical roots? How do Islamists behave when in power and opposition and why? These are some of the pivotal questions to be addressed in this course. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3025 Current Issues in Human Security (4 Credits)**

This course surveys the various debates, concepts, and issues clustered around human security. Human security is a relatively new concept that challenges the traditional, state-centric approach of "national" security. A more inclusive term, human security includes economic, environmental, and social concerns such as poverty, climate change, crime, and disease in addition to the traditional focus on conflict and political violence. This course will explore the development of human security as a term, focusing particularly on the emergence of human security as a category of global governance. It will also investigate a range of issues that challenge human security. Students will engage with these issues through assigned readings, class discussion, policy assessment, and in-depth case studies. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3030 Sports and International Politics (4 Credits)**

This advanced undergraduate course in international studies explores the complex connections between sports and international politics in the past and present and sport's relationships to international peace, both historically and in contemporary times. At the heart of this contribution is the need to examine sport as an international issue, to explore and its relationship to the protection and advancement of human rights (to include gender equality and the rights of those with disabilities), and to critically examine the role of sport in fostering community-level social cohesion and inclusive national unity. Participants in the course will gain a critical knowledge of the origins, background, and issues in global sport, especially the Olympic Games, and a critical awareness of the potential opportunities and obstacles for sport in social development. Learning outcomes are attained through faculty presentations, guided discussions, and student-led research. The course is designed as a research colloquium in which participants develop and share a research dossier on course topics with a capstone seminar to integrate learning and share findings on historical and contemporary issues at the intersection of sport, power, profit, and peace.

**INTS 3040 Technology and Development (4 Credits)**

From the classic works of Adam Smith and Karl Marx to contemporary analyses by noted development economists Jeffrey Sachs and William Easterly, the role of technology in fostering economic growth and wider well being is firmly established. As the application of embodied knowledge, technology enables increased productivity, as well as new capabilities, goods, and services. While the role of technology in promoting human advancement is well established, the specific processes required for the effective development and use of technologies is less understood. Further, technological development varies considerably between developed and developing contexts with persistent inequalities hindering basic needs for billions.

**INTS 3070 Political Economy of Latin America (4 Credits)**

The study of development in Latin America, exceptionally rich in natural resources, offers an opportunity to explore the interplay between the forces of economic development and efforts to achieve greater equity, representation, and ecological balance. We open with a consideration of different perspectives on development. Should the purpose be to increase wealth, reduce poverty, become more "modern"? How much attention should be given to protecting the environment? We follow with a discussion of the external influences in Latin American development including the role of the U.S., investors, banks, and other major powers. Along the way, we will give special attention to the increasing emphasis on the extractive industries and their impacts, including economic growth, urbanization, and the rise of some of the largest fortunes in the world, along with adverse effects on the environment, human health, and the prospects for the survival of many indigenous and rural communities. Finally, we will be looking at social movements and other strategies, which address these adverse conditions. In many cases, individual communities, specific sectors, and broad segments of civil society are resisting the harms of neoliberal policy and advancing alternatives that stress greater equality, democratic participation, and ecological balance. These struggles are some of the most exciting events in political economy.

**INTS 3085 Global Economic Challenges (4 Credits)**

This course deals with the major challenges facing policymakers in the global economy today. We discuss how policymakers balance competing objectives of pursuing economic progress, ensuring national and international security, and advancing global equity and sustainability. We focus on global institutions as well as informal mechanisms for cooperation between world leaders and key national decision-makers. Topics covered include globalization and economic interdependence, the provision of global public goods, achieving sustainable development, tackling inequality, responding to economic crises, pursuing productivity growth, dealing with international migration, and promoting democracy.

**INTS 3111 Migration and Development (4 Credits)**

This course will discuss the multifaceted relationships between human migration and development. We will explore both the ways that development influences migration and the ways that migration, in turn, shapes development. While the course will be global in scope, we will pay particular attention to the way that these global processes impact communities locally, applying our classroom learning to economic and social development challenges faced by immigrants and refugees in the Denver area. The course will focus on how human mobility (and immobility) affects prospects for economic and social development on three levels: the development of (a) the communities and countries people leave, (b) migrants themselves, and (c) the communities and countries that people enter. We will also consider modern barriers to mobility and the economic and ethical implications of modern migration management regimes. Students will be actively involved in their learning through group projects, debates, and reflective writing. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3112 Challenges in International Development (4 Credits)**

The position of developing countries in the international system puts them on the front lines of multiple crises, including climate catastrophe, poverty, inequality, war, state failure, and migration. Students who have taken INTS 2180 Politics of Development or an equivalent political economy class are invited to take this advanced course on international development challenges. Each week, we will tackle an issue area of concern to developing countries. Examples will include economic statecraft, urban development, digitalization and development, BRICS, China, war in Ukraine, the architecture of international aid, migration and development, de-growth and climate, gender and development, and neofascism and the crisis of international development.

**INTS 3127 The Rise and Fall of Great Powers (4 Credits)**

This course provides the student with a fundamental understanding of the great powers that have shaped our world. The course delves into historical events and personalities and serves as a basis for the student to recognize and analyze analogous factors and personalities in our modern world. Class time consists of a series of lectures and discussions about assigned books, articles and film, designed to help students understand events and figures that continue influenced our lives. It also will provide the student with valuable tools to more accurately assess prospects for the future of major global powers.

**INTS 3130 International Relations Theory (4 Credits)**

This course examines the important classical, behavioral, and post-behavioral theories of international relations, and the nature of theory in international relations. Topics include the role normative theory; levels of analysis, structure-agent relationships, and concepts of foreign policy behavior and decision making; utopian/neo-liberal and realist/neo-realist theory, and democratic peace theory; theories of power and its management; theories of integration, cooperation, conflict, war, and geopolitical and ecological/environmental relationships; constructivism; systems theory; regime analysis; the relationship between theory and the international system in the early 21st century; traditional and contemporary paradigms of the international system. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3205 Comparative Politics of the Middle East (4 Credits)**

In this course, we will study the political systems of the contemporary Middle East, with particular attention to dynamics of stability and change. The course introduces students to contemporary Middle Eastern politics. The goal is to provide students with historical background and theoretical tools to answer the following core questions: (i) why there are no Arab Democracies? (ii) What accounts for the rise and fall of popular uprisings in the Arab world since 2010? (iii) What accounts for the region's current economic hardships? (vi) Would the adoption of Western-style political institutions improve governance and stability in the region? We will evaluate possible answers to these questions by scrutinizing the logic of theories, identifying their implications, and assessing them with available data. All of these questions will be examined in the context of the ongoing Arab uprisings.



**INTS 3210 Political Violence and its End (4 Credits)**

This course centers on the nature, character, strategies and termination of the range of forms political violence – violence used to achieve political ends be it by states, the international community, or non-state actors – takes in the early 21st century. After a general discussion of the lexicon of security, force, war, and war termination, each of the five forms of political violence are explored beginning with a discussion of the fundamentals, an exploration of the current context and character of the form centering on a leading book on the subject, and then a discussion of counter-strategies and broader political/societal considerations. The course ends with a similar three part discussion of the political/military realities and necessities of violence termination. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3212 Civilian Protection in Armed Conflicts (4 Credits)**

There are many courses on security topics. Civil wars, terrorism, violence, genocide, peacekeeping and peacebuilding, humanitarian intervention, human security...the list goes on. This course is different. This course is about the protection of civilians in wartime. Civilian protection is one of the great challenges of our time. The means of violence have been distributed and small groups of people are able to inflict harm as never before in human history. Yet there are also emerging and cutting-edge procedures and technologies available to the “protectors.” Civilian protection is a new perspective on security that differs from existing treatments of this topic. We will begin the course with an overview of theories of violence and legal and ethical frameworks governing the use of force. We will consider issues such as what it means to be a civilian, and what normative and strategic considerations motivate decision-makers to take protective actions. The rest of the course is organized by the different actors that might provide protection. We will consider (theoretically and empirically) how various actors throughout society, from state actors, to international organizations, to illegal armed actors, to NGOs, to civilians and their communities—the would-be victims of violence—can either promote or restrain the use of violence. We will also consider the conditions under which the protection of civilians is most feasible as well as research methods for analyzing populations and their protection strategies. In their final projects, students will analyze the threats of violence faced by a particular population and design appropriate protection strategies and policies to deal with them. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3214 International Peace & Security (4 Credits)**

At a moment of deep domestic division over the nature of challenges to peace and security, either at home or abroad, crucial actors in defining and meeting those challenges will be ordinary citizens, whose personal views are reflected in forms including voting, political action, and—as we tragically saw on January 6, 2021—the use of force. In an increasingly autocratic world, citizens of the U.S. and other struggling democracies are now crucial actors on the world stage. While this course will include traditional “state centric” approaches to international peace and security, it seeks to enable students to reach personal conclusions regarding what is worth fighting for and against, informed by one’s values and judgments over what is politically realistic to pursue, domestically and internationally. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3215 Major Issues in International Security (4 Credits)**

This course begins (in Part I) by considering the threat that created the field of “security studies” following the second World War: the origins and evolution of the nuclear danger. Part I ends with an assessment of the most dangerous manifestation of that threat in several decades: North Korea’s acquisition of nuclear weapons and long-range missiles. We turn next to addressing (in Part II) a question that seemed answered since the dawn of the nuclear age, when the United States moved from its defeat of Fascism in World War II to the containment of communism in the Cold War, to expanding the zone of free market democracies during the post-Cold War era: What does the United States seek to secure? Even if all could agree on the nature of particular security threats and the fundamental goals of security policy (as occurred for the United States after the attack on Pearl Harbor), enormous challenges confront the formation and implementation of national security strategy and policy. Part III of the course will identify and evaluate those challenges, using the 2003 decision to invade Iraq as a case study of the enduring problems that confront national security policy-making. We finally turn (in Part IV) to analyzing a series of current issues, including the threat posed by violent Islamist organizations, the consequences of U.S. disengagement in the Middle East, the impact of changing technology on the international security environment, (drones, surveillance, cyberwar, hybrid warfare), and the risk of conflict between the United States and two other major powers: Russia, and China. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3220 Trafficking in Persons/Smuggling of Migrants (4 Credits)**

Through the Education for Justice (E4J) initiative, the United Nations Office on Drugs and Crime (UNODC) has developed a series of university modules with a focus on the subject areas of crime prevention and criminal justice, anti-corruption, organized crime, trafficking in persons and smuggling of migrants, firearms, cybercrime, wildlife, forest and fisheries crime, counter-terrorism as well as integrity and ethics. In recent years there have been few topics garnering as much widespread interest as trafficking in persons (TIP) and smuggling of migrants (SOM). These issues have attracted the attention of Governments, NGOs, International Organizations, the media as well as academia. While this attention tends to provoke vivid discussions in political circles, social networks and other media platforms, there is little solid understanding of TIP and SOM, the difference between them and their implications. Last Spring, I joined 12 other academics with expertise in human trafficking and human smuggling from around the world for a week in Doha, Qatar to create a syllabus primarily for the teaching of TIP and SOM at universities and colleges. The 14 Modules on TIP and SOM will provide students with a practically oriented, though still theoretically grounded, tool to understand these issues. Thanks to the inputs received from an additional 100+ academics from all around the world, the Modules’ contents are substantively robust. This strength is reinforced with a series of illustrative examples and exercises aimed at generating debates and consolidating knowledge among students. Given the considerable safety risks posed by TIP and SOM and the related need to ensure that perpetrators are made accountable, the course relies heavily on a legal approach, acknowledging the importance of clarifying concepts and employing rigorous terminology. This notwithstanding, the course is also grounded in a multidisciplinary methodology, recognizing that the complexity of the trafficking in persons and migrant smuggling phenomena extends beyond the legal realm. Consequently, a comprehensive understanding of TIP and SOM is not possible without the convergence of various disciplines, expertise and perspectives, including the historical, economic, social, political, and gender prisms, that are all considered in developing the course. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3222 International Law and Human Rights (4 Credits)**

An introductory course examining the concept of human rights, including political, economic, social, and cultural rights. International, regional and national institutions, norms and procedures to protect individual and group rights are discussed. Prerequisites: INTS 1500 and INTS 1700.



**INTS 3225 Terrorism (4 Credits)**

Over the last century, the term terrorism has been applied most often to the illegal use of violence aimed at governments—directly or indirectly—in an attempt to influence policy or to topple an existing regime. Terrorist acts are designed to create widespread fear across an audience far beyond their immediate victims in order to weaken the general sense of security in society, and to mobilize publics and pressure leaders to change. Historically, terrorism has been practiced by political organizations on the right and on the left, used by nationalist and religious groups, by revolutionaries, and by state institutions including military forces and intelligence services. Numerous definitions of terrorism have been proposed. Many are confusing and controversial owing to the value-laden basis of the concept and its intense stigma. Who seeks to be called a ‘terrorist’? This derogatory term is designated by its victims and ideological opponents. But it is not applied to all episodes of politically-based violence.

**INTS 3347 China in the Global Economy (4 Credits)**

It is impossible to discern the 21st century without having some level of understanding of China, which now possesses the largest army in the world, the biggest economy in terms of purchasing power parity, and the greatest number of people. Chinese firms provide foreign direct investment (FDI) worth \$3.8 trillion in stocks by 2018 and Chinese policy banks fund official financing totaling around \$648 billion between 2000 and 2018. Chinese technology firms have launched some of the most widely used applications such as TikTok and Zoom. The Ministry of Finance, the People’s Bank of China, and the State-owned Assets Supervision and Administration Commission of the State Council have been able to rewrite some of the global development architecture, launching the Asian Infrastructure Investment Bank and the Belt and Road Initiative. Global trade passes through Chinese land or maritime economic zones, comprising 12.4% of global trade in 2019. In security issues, the Chinese Ministries and the People’s Liberation Army have been at the forefront of redefining norms, such as the responsibility to protect, global intervention, and the universal declaration of human rights. In climate change, Chinese electric vehicle companies have been at the front and center of these new carbon-free technologies, and renewable energy firms have made strides at limiting carbon emissions within the Chinese borders. China often produces the newest billionaires in the world, comprising individuals who are responsible for investments in online gambling or wildlife hunting. Prerequisite: INTS 1500 and INTS 1700.

**INTS 3365 African Development: Patterns, Issues and Prospects for the SDGs (4 Credits)**

This is an undergraduate course on Development in sub-Saharan Africa (SSA). It introduces the student to the main issues and themes confronting contemporary African development. It draws on literature from development economics, history, comparative politics, sociology, anthropology, geography and international relations, as well as a broad range of country case studies. The course reviews patterns of development in the SSA region. It then engages with the main theories of economic growth and development and evaluates their application to Sub-Saharan Africa. The main issues include the impact of Africa’s geography, natural resources endowments and climate; the legacy of slavery and colonialism; independence, state formation and failure; patrimonialism, clientelism and corruption; Africa’s economic crisis and reform efforts; foreign aid and debt; democratization and; reflections on Africa and the sustainable development goals. The course will equip the student with knowledge and skills to be a positive and effective player in the area of African development. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3372 Comparative Genocide (4 Credits)**

Violence is, and will continue to be, a central feature of our social world. Despite repeated choruses of “never again,” genocides and campaigns of widespread atrocities have occurred with alarming frequency since the Nazi Holocaust during World War II. This course introduces you to this depressing – but important – topic by examining the historical origins, patterns, and legacies of contemporary genocides around the world. We begin with the UN Convention on the Prevention and Punishment of the Crime of Genocide in 1948, which legally codified the definition of genocide and compelled ratifying parties to prevent its reoccurrence. We will discuss the definitional and analytical challenges facing this subject, as well as academic and policy debates regarding how to define and prevent genocide. We will also focus on how individuals and communities have resisted such atrocities through solidarity, art, non-violent action, and other creative strategies to reclaim their humanity together. We will also talk about how and when institutions, civil society, and a free press can serve as important bulwarks against such violence. And we will pay particular attention to how mass atrocities end and how they might be prevented. Prerequisite: INTS 1500 & INTS 1700.

**INTS 3385 Migrants and Refugees: Humanity on the Move (4 Credits)**

This course begins with the pre-history and history of human migrations and moves to cover the era of European colonization and forced dispersal (and in some cases aggregation) of peoples in the Americas, Southeast Asia, and Africa. The “contemporary” (i.e., post-WWII) era then covers not only the movements of peoples from Central Africa, Southeast Asia, the Balkans, and elsewhere, but will highlight the achievements of immigrants and refugees in such areas as technology, the arts, and the field of human rights. Issues of ethnicity, nationalism, and political diasporas will bring the contemporary era to a close. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3415 State Department Tradecraft (4 Credits)**

This is a foreign policy skills-based course designed to foster an ability to more effectively engage internal leadership, the press, and foreign audiences while working in a government context. Students will draft a range of communication products including policy memos, diplomatic cables, and talking points and practice essential oral communications skills ranging from negotiation, speaking to the media, and delivering briefings to officials. The State Department’s communications model will be used as a template for engagement, but the skills will be broadly useful to any individual planning to formulate, implement, and educate on policy in executive and legislative settings. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3420 Climate Security (4 Credits)**

Since the dawn of agriculture (~7000 BCE), but rapidly accelerating in the industrial age (1750 CE to the present), humanity has conducted an uncontrolled experiment in bending the natural environment to fit human needs and desires. Despite the perceived distance that technology has placed between our physical environments and our daily lives, human interactions with our natural environment are still fundamental – and set to be disrupted by climate change, one of the most vexing issues of our time. It poses a wicked problem: a socio/cultural problem that is seemingly impossible to solve due to incomplete knowledge, the number of people and opinions involved, the large changes required, and the linked nature of the problem with other major social issues and problems. Since the end of the Cold War, much attention has been paid to the role of natural resources and environmental scarcity as a source of conflict, ranging from “water wars” between states sharing a common river basin to communal conflict between pastoralists and farmers in the Sahel and even the Syrian Civil War. This course will survey the impacts of climate change on livelihoods and human security, evaluate the expanding literature on environmental impacts on conflict, and address the emerging role of environmental stressors and climate change as US national security issues. Prerequisite: INTS 1500 and INTS 1700.

**INTS 3421 Environmental Justice Policy and Practice (4 Credits)**

Environmental justice (EJ) asks how we can ensure a fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the design, implementation, and enforcement of environmental laws, regulations, and policies. In short, how can we facilitate an environment where people live, work, and play exempt from unequitable allocations of environmental benefits (such as natural resource distributions) and harms (such as environmental health hazards). The course will present a historical overview of the EJ movement in the United States and its intersections with global EJ. It will cover the theoretical and practical methods used in environmental policy to assist government agencies, from the local to the global, in addressing immediate and long-term environmental justice challenges. Particular attention will be placed on the Colorado State legislature and how different environmental justice bills are designed and negotiated through the legislative session. Students will examine proposed bills and their relationships to social theories on EJ, diverse actors’ interests and needs, and the appropriateness of the solutions presented to address specific environmental inequities. This will require group collaboration to examine specific EJ bills and produce in-class presentations and a policy brief that engages students critically with the course material and a real-world EJ issue. In short, with this course you will:

- Learn about the EJ movement history
- Create and share your own EJ story
- Explore issues in water access & air quality, food insecurity, access to nature and open spaces, and more
- Understand EJ policy in Colorado and beyond
- Analyze EJ policies in the Colorado State legislature

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3425 Political Psychology (4 Credits)**

Political psychology provides an important lens for studying and understanding political phenomena and global patterns. It maintains that the study of individuals and groups is essential for understanding political behavior, and such study must go beyond rational actor assumptions to an understanding of how individuals and groups behave in political contexts and what influences this behavior. Political decisions and actions are ultimately taken by individual actors, whether they be leaders, elites, or average citizens. This course will explore this important area of theory and research lying at the intersection of several fields – psychology and political science of course, but also sociology, anthropology, organizational studies, and even neuroscience. Why do we see a rise in populism across many countries? How do atrocities and genocides occur? Why is developing peaceful and multicultural societies so difficult? How is voter choice influenced? Why do leaders do what they do? What does security actually mean to people? How is reconciliation achieved? The course will use a combination of readings, case studies, and discussions to enhance class members’ understanding and appreciation of the central concepts, theories, research methods, and applications of political psychology.

**INTS 3431 Forecasting with International Futures (4 Credits)**

Countries vary in relative levels of income, wellbeing, and stability for a variety of reasons, often involving complex interactions that limit our ability to divine a single, general explanation. That said, social science theory, data collection, and quantitative methods have improved significantly over the past several decades providing novel insights into complex, systemic, interactions. These relationships not only help to understand past outcomes but also indicate potential future trajectories under variable scenarios. Using the International Futures (IFs) system, we can begin to understand “where we’ve been”, “where we’re headed”, and “where might we want to be”. Prerequisites: INTS 1500, INTS 1700, and INTS 2975.

**INTS 3435 Political Economy of Globalization (4 Credits)**

This course aims to provide an in-depth understanding of globalization and its differential impact on advanced and developing countries, using a wide range of literature from political science and political economy. The term ‘globalization’ connotes many different developments and processes and has become a leitmotiv of contemporary debate. It is an ‘essentially contested’ concept, which means that there are multiple meanings attached to it and that it has been heavily invested with normative claims. It can be used to capture the increasing speed and volume of communications, the spread of mass media, the growth of the internet, and the expansion in cross-border and transnational flows of goods, services, jobs, and capital. All of these things are important. But precisely because of the range of phenomena it is used to refer to, and because of its frequent deployment for ideological ends, the notion of globalization must be handled with care. Though it conveys a reality that needs to be understood, it is often used lazily by the media, as a means of avoiding blame by politicians and for personal aggrandizement by certain public intellectuals. All play on the fear of what lies beyond our control. As employed in this course, ‘globalization’ lies primarily in the domain of economics—and in the social and political implications of economic change. Globalization in this sense can be reduced to:

- trade (the movement of goods and services across national borders);
- direct investment (the purchase of factories or equipment abroad);
- and capital flows (the movement of money across national borders).

**INTS 3455 Modeling for Policy: Development, Sustainability, and Conflict (4 Credits)**

This course is intended to provide students with an introduction to the current state of affairs in macro-level human development across issue areas. It will provide them with tools to better understand how to think about these complicated and potentially intractable challenges. This course introduces students to analysis using one class of quantitative tools called integrated assessment models (IAMs), which quantitatively represent complex systems in interaction. IAMs are tools that formally model the interaction across key development systems, like demographics, economics, energy, and the environment. They can be used to 1) think critically about how key trends are unfolding, 2) identify leverage points; and 3) explore the impact of changing policies and environmental uncertainties on desired outcomes.

**INTS 3485 The Role of Religion in International Affairs (4 Credits)**

The role of religion in international affairs was largely unexplored by scholars prior to September 11, 2001 when religiously based acts of terrorism shook the world. Since that time there has been an increased interest in examining religion in terms of its' impact on the international system. Is religion a force for good or evil within the international system? How influential is religion in international politics? Does religion matter or is it merely background noise in our study of the international system? In short, this course examines the role of religion in international affairs with an eye toward understanding political violence, political economy and conflict resolution in terms of religion and religious actors. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3505 International Health and Development (4 Credits)**

Investment in health and investment in development work symbiotically in the production of economic and human well-being. However, what constitutes health and development varies across context, institutions, and geographies. This course will focus on the meaning, measurement, financing and delivery of inputs to human well-being and other aspects of development. This course will explore dominant models of health and development, what assumptions inform these models, and who is left unaccounted for within each. We will examine how macro-level decisions, decisions made by global or national institutions, impact both options and outcomes at the community and individual level. The exchange between development policies and health interventions will be explored. We will examine and critique the instruments and methods that are used to measure health and development and the assumptions that inform mainstream development and health paradigms.

**INTS 3530 Feeding the World: Global Food Security and Food System Sustainability (4 Credits)**

This course asks students to critically explore contemporary debates about the global food and farming system with an eye to understanding its structure, operation, ideological basis, and impacts on people around the world. Of special interest in the course is the manner in which the global food and farming system both creates and aggravates global inequalities. Students focus partly on theories of and ideas about the role of agriculture in the economy, society and the development process, the appropriate structure and orientation of agricultural production and distribution, the role of the state in directing food production and distribution, and the nature of justice for farmers and eaters. Students further engage a spectrum policy debates and case studies that particularly illustrate the workings of the global food and farming system and the harsh contradictions that underpin it. Among other topics, students are exposed to debates about food prices, hunger and famine, obesity, commercial production and agribusiness, the peasantry and subsistence farming, biotechnology, free agricultural trade, fair trade, agricultural pollution and agriculturally-induced climate change. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3560 Globalization and International Security (4 Credits)**

Globalization moved a long time ago from social science to omnipresent buzz word, but with increased usage has not always come increased understanding. Globalization is the increased participation, and consciousness of that participation, by individuals in global, that is to say trans-regional or transnational, networks. Today's globalization is made possible in large part by dramatic and continuing changes in technology, but its impacts are social, economic, political, and potentially military changes in perception, in scale, in magnitude, and in threat. This course specifically concentrates at the intersection of global networks, the technology that makes them possible today and tomorrow, and current political and military security challenges to include national and internal state security, global terrorism, global insurgency, and cyber warfare. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3562 Civilian Protection Practicum (4 Credits)**

The harm to civilians in contexts of armed conflicts presents an ongoing challenge for humanitarian and defense practitioners. These challenges are only expected to increase as the second- and third-order effects of the Coronavirus reverberate through the international system and spark new armed conflicts. While there are no prerequisites for this course, it is designed as a follow-on to the introductory course on "Civilian Protection in Armed Conflict." The course will enable students to put their insights on the protection of civilians into practice. Students will undertake collaborative research projects with a variety of U.S. and international humanitarian and defense organizations. Faculty and practitioner mentorship will help students learn how to advocate for ethical and evidenced-based protection policymaking. At the end of the course, students will brief their final research products to the practitioner clients. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3590 Politics in Africa: A Theoretical Approach with a Comparative Perspective (4 Credits)**

This course introduces students to basic concepts and arguments in the study of contemporary African politics. The focus is on the politics in Africa post-independence. The course emphasizes theory in a comparative perspective as a way to understand politics in Africa. The basic question is whether politics differ so much in Africa as to be in a category by itself or is it simply a variation on patterns, habits, and institutions found in other regions and countries in the world? The course goal is to provide students with important concepts so as to gain a better understanding of processes in Africa and the problems that in some fashion or other account for the continent's current marginality in the world and persistent underdevelopment. In addition, the course exposes students to the application and usefulness of general theories of development in comparative politics. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3591 Contemporary African Security (4 Credits)**

The end of apartheid in 1993 signaled a critical juncture for African liberation and security. The fall of South Africa's repressive regime marked a new era in African statehood and security apparatus. Apartheid posed the most threat to sovereignty especially for Southern Africa countries and undermined independence on the continent. With the new African National Congress government led by the Nelson Mandela, African countries were poised to focus on development and regional integration to cement cooperation, economic growth and improve the wellbeing of the African people. However, the new epoch coincided with novel challenges to statehood and security as the continent was quickly ravaged by civil wars. Today the continent continues to face numerous security challenges that are interwoven in contemporary global problems like climate change and the rise non-states actors. Using an interdisciplinary approach, this course assesses contemporary security challenges in Africa such as terrorism, insurgency and piracy by examining the causes and institutional frameworks put in place to address them. Prerequisites: INTS 1500 & INTS 1700.

**INTS 3600 International Monetary Relations (4 Credits)**

We investigate the operation and evolution of today's international monetary system; the course will investigate both the politics and economics of international monetary negotiations, and will examine several key public policy debates that concern governments and investors around the world. The course will be an introduction to these timely and important issues, and will be organized around lecture, class debates, and discussion. Prerequisites: ECON 1020 and INTS 1500.

**INTS 3621 European Democracy in Crisis (4 Credits)**

This course is a comparative study of democratic governments in Western Europe, how these systems are structured and function, and more particularly the new challenges and problems that are emerging in the region: Euroscepticism, populism, support for right-wing parties, and political polarization. Democracy is the institutionalization of conflict, but democratic regimes vary in regard to the ways that they structure the arenas within which conflict is expressed. We will explore some of those institutional distinctions that vary across Western Europe such as Presidential vs. parliamentary systems, fragmented multi-party systems vs. majoritarian two-party systems, as well as the nature of political parties and the dynamics of party systems. The study of Western European democratic polities however requires some retrospective historical analysis of the nature of the conflicts emerging since the creation of the Modern State and the establishment of democracy. Because many of the present conflicts and problems in today's democratic regimes are legacies with roots in conflicts from the emergence of contemporary states, we will also spend some time in analyzing some of these historical conflicts.

**INTS 3625 Introduction to Contemporary Latin American Politics (4 Credits)**

This course provides an introduction to the study of Latin American politics. It is designed to provide students the opportunity to better understand how Latin American societies and political systems are organized and the major issues facing these governments and their citizens. In particular, this course will explore the establishment of democracy and the prospects for the consolidation of democratic regimes in the countries of the region. Throughout the twentieth century, economic, social and international factors contributed to political instability in the region and the establishment of non-democratic forms of rule. Although a wave of democratic transitions in the 1980s and 1990s transformed most Latin American countries into electoral democracies, the extent to which countries can be said to have fully democratic regimes varies widely today. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3630 Global Environment (4 Credits)**

The linkages between social change, economic change and alterations to ecosystems have been apparent, if not overtly acknowledged, throughout history. It was not until 1987, however, with the publication of *Our Common Future*, that such linkages were couched in terms of development and explicitly placed on the international development agenda. The idea appears simple—environmental change, patterns of social change and economic development, social and political factors operate together and impact local, national, regional and global ecosystems. But impacts of the change in any one sector are seldom confined within national boundaries. How then does one address environmental issues across different regulatory, political, institutional and geographic scales? This course examines the connectivity between diverse elements of our planet's ecosystem, explores how a change in one element can have immediate and long-term impacts across local and global territory, and looks at strategies to create greater harmony across environmental, social, political and economic interests. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3660 States in Transition and European Integration (4 Credits)**

This course examines states in transition in Europe and on its periphery. The central question the course asks is why, looking across the post-communist world, many states have joined the European Union and also the North Atlantic Treaty Organizations, while many others have held on to authoritarian means or rule or have been party to armed conflict. While Poland, the Czech Republic, Slovakia and the Baltic States have acclimated themselves to many European Union rules relatively smoothly, Hungary has become the least democratic state in the Union. At the same time, Georgia, Ukraine and Russia are embroiled in protracted and in some ways interrelated conflicts, with democratic consolidation either seriously compromised or not even on the agenda. This course examines these diverging trends, drawing on a range of international relations and comparative politics approaches to explain highly variable outcomes across the region. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3670 Sustainable Development and Tourism (4 Credits)**

In 2006, a record 846 million tourists travelled internationally spending US \$733 billion in their travels. This course explores the motivation behind developing the tourism industry, especially in low and middle income regions, and examines the diverse outcomes of the same. The central question we address is whether or not tourism is a viable means of creating and sustaining improvements in the quality of life for host communities. Case studies include eco-tourism, island tourism, medical tourism, and sex tourism. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3701 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3702 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3703 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3705 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3708 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3715 The Politics and Policy of Sustainable Energy (4 Credits)**

Energy is much in the news, with highly visible controversies over everything from hydraulic fracturing here in Colorado to oil pipelines to mountaintop removal for coal mining to raptor mortality at wind farms. These controversies range from local city ordinances to global treaties and involve everyone from environmental groups to governments to businesses of all sizes. It can be difficult to make sense of this cacophony of events. Where is the global energy system now, where is it going, and what will impede progress toward an energy system that will both serve human needs and protect the environment? Understanding these questions requires background knowledge that puts them into context and creates the opportunity to understand them more deeply. This course will introduce you to the politics and policies involved in sustainable energy, from the local to the global level. In order to make sense of those policies and politics, it will also introduce students to the basics of the energy system, including both conventional and alternative sources.

**INTS 3761 Diplomacy in the 21st Century (4 Credits)**

The course examines questions and dilemmas in the practice of contemporary statecraft and diplomacy. It will focus particularly on the changing nature of the tools available to states, the context in which they are used, and the players (including non-state actors) that are involved. The instructor will draw from recent experience to round out the topics discussed in class, and focus on the challenges of modern statecraft and diplomacy.

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3780 The Ethical Foundations of the Global Economy (4 Credits)**

This course explores the ethics that underlie the most pressing debates today in global economic policymaking. Most people know that economists typically endorse the policy of "free trade," or the outcome of "economic growth." Indeed, economists advocate these so often that it seems self-evident that these are obviously desirable. But why is this so? What is the ethical grounding for the economist's stance on these matters? Unfortunately, economists themselves don't often explore the ethical foundations that underlie their policy perspectives. They typically write as if these foundations are obviously correct and beyond doubt. But in fact, the ethical foundations of economics are hotly contested—both within economics and in philosophy and other disciplines. This course is intended to help students make ethical sense of contemporary global economic policy debates. To that end, we move back and forth between abstract theoretical debates (in economics and philosophy) and concrete, applied policy matters. For instance, we examine the current debate over "free trade" versus "fair trade." We see why most advocates for labor, women's and human rights and most environmentalists demand fair trade, and why most neoclassical economists reject these claims and instead advocate free trade. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3785 Professional Ethics and International Relations (4 Credits)**

Over the course of their careers, graduates of schools of international affairs occupy professional positions in which they enjoy substantial authority and influence over the lives of others, and in which they encounter difficult ethical challenges that stem in part from the roles they perform and the expertise they acquire. And yet, schools of international affairs typically do not offer courses on professional ethics in general, or on the professional ethical challenges that await those who will enter the world of international affairs in particular. This course is intended to begin to fill this gap in professional training.

**INTS 3820 United Nations (4 Credits)**

This course provides an introduction to the United Nations and related agencies and programs. It examines the background and institutional arrangements of the UN System but gives special attention to the activities of the UN designed to advance peace and security. Case studies of UN responses to recent crises in Asia, Africa, Europe and the Western Hemisphere will be included. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3850 Foreign Aid, Debt and Development (4 Credits)**

This course analyzes third world debt relief including the role of major powers, the World Bank and IMF in creating debt and the relationship between debt relief and poverty alleviation. The effects of debt relief upon globalization issues are also covered. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3952 Human Rights in the Global World (4 Credits)**

This course will examine the nature, utility and effectiveness of international efforts to define, promote and protect human rights. Particular attention will be given to activities of the United Nations and related programs and agencies. The roles of governments, regional intergovernmental organizations and nongovernmental organizations will also be explored. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3975 Data Science in International Relations (4 Credits)**

Students will use research methods and data science tools to describe, analyze, and evaluate contemporary topics in international security. We will use the R statistical programming language to generate descriptive statistics, visualizations, and basic inferential statistics while using data on international conflict, human security, trade, development, and many other topics relevant to INTS. The course will culminate in a group presentation and report on a specific topic related to international studies. These tools will help equip students for additional coursework, research, and careers that use data science and quantitative analysis. There are no prerequisite in terms of statistics or computer science, but students should be willing to engage with new and challenging content.



**INTS 3980 Internships in International Studies (0-4 Credits)**

Experience is an important asset when applying for any job. As you will find after graduation, the job market is incredibly competitive, and becoming more so. Gaining real world experience during college will make you a much stronger candidate when seeking that first position after graduation. Through INTS 3980, you have the opportunity to earn between 0 and 5 quarter credit hours for internships of 100 hours or more. The internship portfolio facilitates a student's academic, professional, and personal growth by providing documentation and representation of the internship experience. Elements of the portfolio will help bridge academic experience with career possibilities, and provides an opportunity for self-reflection through your experience. Analysis of your internship will help identify areas of success and points where you could improve overall. The objective of all aspects is to enable you to be more competitive in a global job market. Internships require departmental approval and must be undertaken during the quarter in which you register for credit. The BA program in INTS will not award credit retroactively for internships completed prior to the quarter in which students are registered. Prerequisites: Must be an INTS major and receive departmental permission.

**INTS 3988 Study Abroad Resident Credit (0-18 Credits)****INTS 3990 Thesis (4 Credits)**

The thesis project is an original contribution to the understanding of issues relevant to international studies and to at least one of the concentration areas in international studies. The thesis must feature original research; that is, it must critically investigate a theoretically informed hypothesis, using sources to support an evaluation of the research question. The thesis must show clearly the following elements: excellent critical thinking and writing quality, coherent presentation, and adherence to the general guidelines set forth by the faculty advisor. Prerequisites: Must be an INTS major and receive departmental permission.

**INTS 3991 Independent Study (1-4 Credits)**

In-depth study of a particular issue under the guidance of a professor. Prerequisite: prior agreement with department and permission from registrar.

## Internationalization

The Office of Internationalization at the University of Denver facilitates cross-campus opportunities for global engagement, intercultural development and international experiences. Our strong focus on supporting global research, curriculum and educational opportunities helps students, faculty and staff develop and champion diverse cultural perspectives. The office provides opportunities for the internationalization of professional development and engaging with international partners. Courses available for undergraduate credit through the Office of Internationalization and the Center for World Languages & Courses build competencies that connect the local to the global, cultivating critical thinking, learning, and intercultural understanding from the multiple perspectives that serious international engagement offers. Courses intersecting with study abroad focus on identity, globalization, intercultural development and ethical engagement to contextualize international experiential learning. Directed independent, hybrid and strategic partner online language study offers students the opportunity to study less commonly taught languages and cultures.

**INTZ 1101 Swedish as a Foreign Language: Level 1 (Lund SFSA11) (4 Credits)**

This course is an introduction to the Swedish Language, emphasizing interpretive listening and reading, presentational speaking and writing, and interpersonal communication skills. The course consists of teaching and practical exercises pertaining to vocabulary, pronunciation, and sentence structure. Cultural topics pertaining to Sweden and Swedish society aim to facilitate students' transition into study abroad. This course is delivered synchronously via an online meeting software platform, such as Zoom, by a Swedish as a Foreign Language instructor at Lund University in Sweden. Students engage as a class remotely through both audio and video connection; students receive login instructions prior to week 1. Remote attendance and participation during class sessions is mandatory. NOTE: This course is offered for elective credit only. Successful completion of this course prepares students to register for Swedish as a Foreign Language: Level 2 (SFSA12) at Lund University.

**INTZ 1201 Korean: Beginning Level 1 (4 Credits)**

This course is an introduction to the Korean Language, emphasizing interpretive listening and reading, presentational speaking and writing, and interpersonal communication skills. The course consists of teaching and practical exercises pertaining to vocabulary, pronunciation, and sentence structure. Cultural topics pertaining to Korean society aim to facilitate students' transition into study abroad. This is a hybrid course with lectures delivered synchronously via an online meeting software platform (Zoom) by a Korean Instructor at the University of Western Australia and face-to-face classes with a Korean Teaching Assistant on campus at DU. Attendance in both remote and in-person class sessions is mandatory.

**INTZ 1234 Directed Independent Language Study: Yoruba (4 Credits)**

Directed Independent Language Study (DILS): Yoruba provides students the opportunity to study Yoruba language and culture. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students with cultural, academic and professional interests in Nigeria, Benin and/or the Yoruba language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).



**INTZ 1255 Directed Independent Language Study: Swahili (4 Credits)**

Directed Independent Language Study (DILS): Swahili provides students the opportunity to study Swahili (Kiswahili) language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in the African Great Lakes region and the Swahili Coast, as well as those with cultural, academic and professional interests in the Swahili language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1301 Portuguese: Beginning Level 1 (4 Credits)**

This course is an introduction to the Portuguese Language, emphasizing interpretive listening and reading, presentational speaking and writing, and interpersonal communication skills. The course consists of teaching and practical exercises pertaining to vocabulary, pronunciation, and sentence structure. Cultural topics pertaining to Portuguese and Brazilian society aim to facilitate students' transition into study abroad. This is an online course with lectures delivered synchronously via an online meeting software platform (Zoom) by a Portuguese Instructor at the Universidade Catolica Portuguesa. Attendance at remote class sessions is mandatory.

**INTZ 1810 Directed Independent Language Study: Arabic (4 Credits)**

Directed Independent Language Study (DILS): Arabic provides students the opportunity to study Arabic language and Arabic-speaking cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in various Middle-Eastern countries, as well as those with cultural, academic and professional interests in the Arabic language and Middle East Studies. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA) or approval.

**INTZ 1891 Directed Independent Language Study: Hindi (4 Credits)**

Directed Independent Language Study (DILS): Hindi provides students the opportunity to study Hindi language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in India, as well as those with cultural, academic and professional interests in the Hindi language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1910 Directed Independent Language Study: Quechua (4 Credits)**

Directed Independent Language Study (DILS): Quechua provides students the opportunity to study Quechua language and Quechua-speaking cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in various South American countries, as well as those with cultural, academic and professional interests in the Quechua language, Andean Studies, Indigenous languages and cultures. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1946 Directed Independent Language Study: Swedish (4 Credits)**

Directed Independent Language Study (DILS): Swedish provides students the opportunity to study Swedish language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in Sweden, as well as those with cultural, academic and professional interests in the Swedish language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1955 Directed Independent Language Study: Portuguese (4 Credits)**

Directed Independent Language Study (DILS): Portuguese provides students the opportunity to study Portuguese language and Portuguese-speaking cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in Brazil or Portugal, as well as those with cultural, academic and professional interests in the Portuguese language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1982 Directed Independent Language Study: Korean (4 Credits)**

Directed Independent Language Study (DILS): Korean provides students the opportunity to study Korean language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in South Korea, as well as those with cultural, academic and professional interests in the Korean language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1990 Directed Independent Language Study: Turkish (4 Credits)**

Directed Independent Language Study (DILS): Turkish provides students the opportunity to study Turkish language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in Turkey, as well as those with cultural, academic and professional interests in the Turkish language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 2501 Exploring Global Citizenship (1-2 Credits)**

Examining questions of identity, globalization, and cross-cultural communication, this course is required of all students at DU intending to study abroad. The intent of the class is to help give students the tools and knowledge needed to be able to benefit from their experience abroad. The course is normally taken within the year prior to study abroad and is followed while abroad by the second course in the sequence, INTZ 2502, also required for students on unaffiliated programs. This is a 2 credit course. To take the course for 1 credit, students must provide documentation forwarded by academic and major advisor(s) directly to the course director that they have not been able to nor would be able to take the course for 2 credits prior to study abroad based on required (non-elective) course selection for the entire year prior. The department will then review the materials and determine whether the petition process is warranted.

**INTZ 2502 Global Citizenship in Practice: Maximizing Study Abroad (1 Credit)**

Examining questions of identity, globalization, and cross-cultural communication, this is a pilot course that may eventually be required of all students at DU to be taken while studying abroad. The intent of the course is to help give students the tools and knowledge needed to be able to benefit from their experience abroad. The course is normally taken during a student's study abroad experience and is preceded by INTZ 2501.

**INTZ 2503 Learning to Return: Moving Toward an Impact for Public Good (2 Credits)**

This course focuses on life back from an experiential learning opportunity whether abroad or within the U.S. and seeks to generate understanding(s) about integration back into DU and various related cultural contexts. The aim of the course is to actively continue application and engagement beyond this formal course. With an intentional focus on reflection, students will be expected to read, write, reflect, and share their abroad experiences to help foster meaningful connections across their cultural learning experiences. A central activity will focus on analyzing and reflecting on an artifact students "collected" while abroad – a blog they created, a series of images they took, a video they made, etc. Students will be expected to read, write, reflect, and share their experiences abroad as a way to better understand who they currently are from having those experiences. This will be leveraged to connect their experiences with future goals or purposes around intercultural and global learning.

**INTZ 2700 Topics in Cultures and Languages Across the Curriculum (1-2 Credits)**

Cultures and Languages Across the Curriculum (CLAC) provides students the opportunity to continue advanced study of a language and incorporate language and cultural knowledge within a course in their major field of study. The CLAC program is appropriate for dedicated and disciplined students who possess an intermediate to advanced level of proficiency in their target language. Meeting once a week with an instructor/language partner while enrolled in the major course, students will discuss the content in the target language extending their intercultural and international perspectives on the course content, as well as maintaining and enriching their abilities in that language. Students will research and utilize sources in the target language and will be responsible for discussion participation, weekly assignments, and a final project.

**INTZ 3700 Topics in Culture and Language Across the Curriculum (1-2 Credits)**

Cultures and Languages Across the Curriculum (CLAC) provides students an opportunity to continue advanced study of a language and incorporate language and cultural knowledge within a course in their major field of study. The CLAC program is appropriate for dedicated and disciplined students who possess an intermediate to advanced level of proficiency in their target language. Meeting once a week with an instructor/language partner while enrolled in the major "parent" course, students discuss course content in the target language. Students extend their intercultural and international perspectives on the course content, as well as maintain and enrich their abilities in that language. Students will research and utilize sources in the target language and will be responsible for discussion participation, weekly assignments, and a final project.

**INTZ 3980 Virtual International Internship (0-10 Credits)**

This course facilitates your learning and professional development while you participate in a Virtual International Internship. It provides a framework for you to reflect on and analyze the specific skills gained throughout your virtual internship. This course also supports your self-awareness and personal growth in a cross-cultural context.

**INTZ 3991 Independent Study (1-4 Credits)**

## Judaic Studies

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 Web Site: <http://www.du.edu/ahss/cjs> (<http://www.du.edu/ahss/cjs/>)

The Center for Judaic Studies (<http://www.du.edu/ahss/cjs/>) (CJS) is a vibrant source of in-depth Jewish learning on campus and across Colorado.

Our faculty are research and teaching experts in a wide range of interdisciplinary areas of Judaic Studies. Their work is internationally recognized, and they offer an impressive annual lineup of undergraduate and graduate courses in fields of Jewish history, religion, language, literature, philosophy, film, and culture.

In addition to being home to our own faculty experts (<http://www.du.edu/ahss/cjs/facultystaff/>), CJS hosts annual visiting scholars, performing artists, authors, poets and filmmakers from around the world.

We offer a minor in Judaic studies, and a number of joint MA and PhD degrees with programs across campus. We are home to the Holocaust Awareness Institute, the Holocaust Memorial Social Action Site and The Rocky Mountain Jewish Historical Society. We also serve the broader community through many annual events and co-sponsored activities across Colorado.

The Judaic Studies program combines courses in Judaic studies (JUST), English (ENGL), Hebrew (HEBR), History (HIST), Philosophy (PHIL) and Religious Studies (RLGS) to give students a well-rounded perspective on Jewish culture, thought and history.

## Minor Requirements

There are two core requirements to complete the Judaic studies minor:

1. Students must demonstrate proficiency in the Hebrew language equivalent to one year (HEBR 1001, HEBR 1002, HEBR 1003).
2. Students must complete at least 20 credits of approved Judaic studies courses. Sixteen of those credits must be at the 2000 level or above.

The Judaic studies program combines courses from several disciplines and departments. We encourage you to combine courses that reflect the interdisciplinary nature of our program, choosing from the various departments represented by our faculty.

Students may also choose a minor in Judaic studies with an emphasis in Hebrew. For this option, students complete the minor requirements listed above by taking HEBR 2001, HEBR 2002, and HEBR 2003 toward their additional 20 credits of approved Judaic Studies courses. (\*Note: While HEBR 2001, HEBR 2002 and HEBR 2003 are not JUST cross-listed, they count as approved Judaic Studies courses).

Since the Judaic Studies minor includes Hebrew study, CJS works in partnership with the Department of Languages & Literatures at DU where the Hebrew program is housed. For more information about the Hebrew program, please see the Languages and Literatures Department (p. 428).

### HEBR 1001 Elementary Hebrew (4 Credits)

Hebrew 1001 is designed for students with little or no prior knowledge of Hebrew. This course aims to provide practical language skills for meaningful communication in real-life situations. It is designed to develop all four language skills: listening, speaking, reading, and writing, weaving them all into daily classes through a communicative-cultural approach. First course in a three-quarter sequence.

### HEBR 1002 Elementary Hebrew (4 Credits)

Hebrew 1002 is the second course in a three-quarter sequence. This course aims to provide practical language skills for meaningful communication in real-life situations. It is designed to develop all four language skills: listening, speaking, reading, and writing, weaving them all into daily classes through a communicative-cultural approach. Prerequisite: HEBR 1001 or equivalent.

### HEBR 1003 Elementary Hebrew (4 Credits)

This is the third course in the elementary Hebrew sequence. It aims to provide practical language skills for meaningful communication in real-life situations. It is designed to develop all four language skills: listening, speaking, reading, and writing, weaving them all into daily classes through a communicative-cultural approach. Prerequisite: HEBR 1002 or equivalent.

### HEBR 2001 Intermediate Hebrew (4 Credits)

Continuation of language study with emphasis on the living language of contemporary Israel. Three-quarter sequence. Prerequisite: HEBR 1003 or equivalent.

### HEBR 2002 Intermediate Hebrew (4 Credits)

Continuation of language study with emphasis on the living language of contemporary Israel. Three-quarter sequence. Prerequisite: HEBR 2001 or equivalent.

### HEBR 2003 Intermediate Hebrew (4 Credits)

Continuation of language study with emphasis on the living language of contemporary Israel. Three-quarter sequence. Prerequisite: HEBR 2002 or equivalent.

**HEBR 2370 Multicultural Israel: Food, Film and Beyond (4 Credits)**

In this course participants will examine Israeli culture and identity using a broad array of materials and topics, including popular music, film, sports, and food. Topics include Israel's society, ethnic relations, and the Arab minorities in the Jewish state. Students also discuss whether there is a unique Israeli culture and the struggle for Israel's identity. Emphasis is on interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways. Through discussion, research, writing and various media resources, class members investigate these varied dimensions of culture; learn to understand them in their broader social, aesthetic, ethical, and political contexts. This course fulfills the Analytical Inquiry - Society & Culture common curriculum requirement.

**HEBR 2380 Multicultural Israel through Popular Music (4 Credits)**

The music of Israel is a combination of Jewish and non-Jewish music traditions that have come together over the course of a century to create a distinctive musical culture. This course presents a brief cultural history of Israel through popular music. To examine the central and lively role that songs have played in the shaping of Israeli identity, this class examines a range of diverse lyrics, including selections from folk music, pop and rock music, Levant influenced music, and more. Topics covered include Shirei Eretz Israel (the songs of the land of Israel), military ensembles, song festivals and competitions, the rise of minorities, outstanding performers and songwriters, international influences, and media's impact on audience preferences. This course fulfills the Analytical Inquiry: Society and Culture common curriculum requirement.

**HEBR 2745 Israeli Television and Cinema: Representing Cultural Diversity in Israeli Life (4 Credits)**

The course goals are three-fold: a) to facilitate students' communicative competence in Hebrew across the interpretive, interpersonal and presentational modes through constant immersion in Hebrew, b) to expand students' knowledge and understanding of Israeli society and culture while interacting solely in Hebrew, and c) to help students develop a lifelong interest in learning the Hebrew language and its culture. Screening of Israeli films is a central part of the course. All the films are in Hebrew. The course is not open to native speakers of Hebrew. Cross listed with JUST 2745. Prerequisite: HEBR 2003 or equivalent.

**HEBR 3010 Aspects of Modern Hebrew: Readings, Films, Songs, and Discussion (4 Credits)**

This course is designed for students who have successfully completed Intermediate Hebrew. It facilitates communicative competence in Hebrew across interpretive, interpersonal and presentational modes through constant immersion in Hebrew. It also expands knowledge of Israeli culture while interacting solely in Hebrew. This course is not open to native speakers of Hebrew. Cross listed with JUST 3010. Prerequisite: HEBR/JUST 2003.

**HEBR 3991 Independent Study (1-5 Credits)****JUST 1600 Jews in the Islamic World, 632 C.E. - 1948 C.E. (4 Credits)**

This course deals with Jewish history in the Islamic world from the death of Muhammad to the establishment of the state of Israel. Students are exposed to the political, social, and economic histories of various Jewish communities, many of which no longer exist, in numerous Islamic empires and/or political units. While studying these communities we also compare the treatment of Jews under Islamic rule to the treatment of Jews under Christian rule and the treatment of Christians under Islamic rule. Cross listed with HIST 1600. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 1610 The History of the Crusades: 1095-1300 (4 Credits)**

This course traces the origins and development of the Crusading movement as well as its impact on Christian, Muslim, and Jewish society in Europe and the Middle East from the 11th through the 14th centuries C.E. This course also examines ideas of Christian/Muslim/Jewish difference in this period. We pay special attention to primary source material. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with HIST 1610.

**JUST 2004 Anthropology of Jews & Judaism (4 Credits)**

This course is cross-listed with ANTH 2004 and RLGS 2004. This course pairs anthropological texts about American Jews and Judaism with related film, television, and literary representations. The objective of this course is to teach course participants to use anthropology as an interpretive lens through which to consider American Jewish life and culture. Through the study of texts on Jewish nostalgia and memory, class, race, gender, and heritage tours, course participants will learn the history of the study of Jews within anthropology and the place of Jews in the history of disciplinary anthropology. The ultimate objective of this course is to introduce anthropological theory and method in a way that provides students with a powerful analytical tool for thinking about contemporary Jewish life.

**JUST 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, COMN 2008, RLGS 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with ANTH 2011 and RLGS 2011.

**JUST 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that "Jews earn like Episcopalians, and vote like Puerto Ricans." This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with RLGS 2012.

**JUST 2014 Religious Existentialism: Christian and Jewish (4 Credits)**

Existentialism focuses on the human experience of living, often with a focus on the sheer freedom of the human condition. Religious existentialism subtly modifies this picture through its own vision of human freedom as the ultimate encounter between the human subject and God (with 'God' understood in various ways). The religious existentialist in this sense philosophically explores that which is most-fully-human as a moment of relation and encounter between self and that which is beyond self. Starting with Sartre's non-religious statement of existentialism in *Existentialism is a Humanism* (1946), we go on to examine the Christian and Jewish existentialisms of Kierkegaard (1813-1855), Tillich (1886-1965), Buber (1878-1965), and Heschel (1907-1972). In the course of our reflections, we compare non-religious with religious approaches to basic questions about self, God and world, and we consider the relationship between Christian and Jewish existentialist approaches to these questions. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with PHIL 2014 and RLGS 2014.

**JUST 2025 Coexistence (4 Credits)**

Building skills for ethical, emotionally-intelligent, and equity-minded encounter, this course is about facing neighbors responsively, responsibly, and non-violently—even when our values clash, and even as we work to defeat each other in the voting booth. Exploring new civic modes of "dialogue across difference" and serving as an antidote to polarization and rising tides of hate, the course invites students to consider new ways of holding onto their own views, values, and identities without erasing others—but also without necessarily embracing or being embraced by them. And it does so while helping them understand and utilize "phenomenology," a philosophical method for assessing "lived feels" in complex relation to human meaning-making in a range of personal, professional, and political contexts. Focused in particular on interhuman coexistence, the course attends to the three-fold human cord of "our structures, our neighbors, and our selves." It invites students to navigate between structural equity, interpersonal ethics, and personal authenticity. And it equips students to consider the "feels," "flavors," and "temperatures" of different coexistence strategies: from the lukewarm framework of tolerance to the warm embrace of friendship to the complicated contours of responsibility-without-friendship in such thinkers as BIPOC thought-leader Martin Luther King, Jr, philosopher and Holocaust Survivor Emmanuel Levinas, and political theorist Karl Marx. Helping students consider what sorts of coexistence goals are most and least appropriate for different contexts and why, the course asks questions like: When it comes to opponents, should we be aiming to befriend them or is it sometimes OK to set the bar lower? Should we try to "find common ground" or is it sometimes OK to "agree to disagree"? Is bridge-building always the best goal, or do we sometimes need to learn to live alongside one another without violence but also without bridges? Drawing on an inclusive reading list of BIPOC, Jewish, Islamic, Christian, African, Indigenous, and Japanese traditions, the course delves into Ubuntu principles of coexistence alongside Aztec principles of selfhood, BIPOC principles of justice alongside spiritual and atheist existentialisms, Queer Chicana feminism alongside the practice of Kintsugi, spiritual calls to love alongside political calls to respect, multicultural calls to recognition alongside social justice critiques of such calls, philosophical traditions of friendship alongside critiques of civility, and ancient wisdom traditions hand-in-hand with popular contemporary insights from Brené Brown's work on vulnerability and Harvard's near-century-long study of happiness. The course also explores the dangers of Islamophobia and Antisemitism; includes a visit to the campus' Holocaust Memorial Social Action Site inspired by "radical ethics"; considers new modes of activism; and invites participants into a "Belonging and Expression" framework for navigating possibilities and tensions in important joint calls to social justice and freedom of expression. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is crosslisted with PHIL and JUST.

**JUST 2026 Race: Black, Jew, Other (4 Credits)**

This course is cross-listed with PHIL 2026 and RLGS 2026. In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, "negritude," "the wandering Jew," and "otherness" by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman's work on the "Jew's Body" and "Jewish Self-Hatred," Bernasconi's work on the phenomenology of race, and discourses of "Other-as-disease" in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**JUST 2050 Jewish Philosophy (4 Credits)**

This course sets out to explore the self and the sacred in Jewish tradition by exploring the nature of faith and reason, the call to ethical response, and the meaning of divine revelation in multiple Jewish philosophical voices across the ages, including Philo, Saadya, Halevi, Maimonides, Soloveitchik, Buber, Rosenzweig, and Levinas. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with PHIL 2050.

**JUST 2070 American Jewish Experience (4 Credits)**

In the aftermath of World War II, the United States emerged as the largest, wealthiest, and most organized Jewish community in the world. Taking the premise that America is a Jewish center as its key organizing principle, this course introduces and challenges theories of diaspora and looks at American Jewry's religious and institutional innovations. The course will proceed inductively, taking Denver-based resources and experiences as starting points for an expansive exploration of American Jewish life, culture, and religion. We will focus on mainstream narratives alongside religious and cultural expressions at the margins of American Jewish life. Cross-listed with ANTH 2070 and RLGS 2070.

**JUST 2104 The Bible as Literature (4 Credits)**

The Bible has been one of the most important works in all of Western society. In this course we read the Bible as a masterpiece of literature. Rather than focusing on theological questions about this work as inspired scripture, we instead focus on its rich literary qualities and explore some ways in which these stories have influenced modern society. Reading select passages, we discuss its literary genres, forms, symbols and motifs, many of which are important in literature today. Of the latter, we encounter stories of creation and hero tales, parables, apocalyptic literature, and themes of paradise and the loss of Eden, wilderness, covenant, and the promised land. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2104 and RLGS 2104.

**JUST 2201 Introduction to the Hebrew Bible (4 Credits)**

The legacy of the Hebrew Bible has been great for both Western and world culture. In this course, we read the books of the Hebrew Bible critically as literature, as religious text and as a source of sociological knowledge. The students gain a general overview of the narrative and historical development of the text while simultaneously being introduced to the various modes of biblical interpretation. Emphasis is placed on situating the literature and religious expression of the Bible within its ancient Near Eastern milieu. Cross listed with RLGS 2201.

**JUST 2202 New Testament (4 Credits)**

This course takes a multifaceted approach (historical, literary, and critical) to the writings that comprise the Christian New Testament. The New Testament are read as a collection of primary documents that chronicle the primitive Church's slow and often painful process of self-definition. In these writings it is possible to discern the tension that arose because of the strong religious and cultural ties early Christianity maintained with Palestinian Judaism, from which it emerged as a sectarian or reform movement. The careful reader also finds evidence of the new religion's encounter with the Greco-Roman world from whose variegated ethos and culture it borrowed considerably on the way to becoming an important religious force in the first century. In exploring the New Testament, then, we attempt to recover something of the sense of what it meant to be a Christian in New Testament times. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2202.

**JUST 2300 A History of Israel-Palestine, 1800-Present (4 Credits)**

This course surveys the histories of the peoples in Israel/Palestine from the early 19th century to the present. Key topics that will be covered include, but will not be limited to, the rise of Zionism and Palestinian nationalism in the late 19th and early 20th centuries, the impact of the British Mandate, the impact of the 1948 War, the experiences of Palestinian citizens and residents of Israel, Palestinians in Gaza and the West Bank under Egyptian and Jordanian rule, shifts in Israeli and Palestinian politics in the mid to late 20th century, Israel's military occupation and settlement project, and economic and social developments in the late 20th and early 21st centuries. While this course does not ignore the central role of conflict in Israeli and Palestinian histories, it seeks to move beyond the conflict paradigm and instead focus more on political, social, and economic developments in Israel/Palestine. Cross-listed with HIST 2300.

**JUST 2320 US Foreign Policy in the Middle East (4 Credits)**

This course aims to introduce students to both Middle Eastern history and American Foreign Policy by exploring the politics and culture of U.S. involvement in the Middle East in the post-WWII period. In doing so this course pays special attention to the impact of the Cold War in the Middle East, American policy towards the Arab-Israeli conflict, the role of oil in American foreign policy, American responses to the rise of Islamist movements, the impact of media and culture on the formulation of America's Middle Eastern policies, and U.S. relations with dictatorial governments in the Middle East. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with HIST 2320.

**JUST 2350 Israeli Culture Through Film: Society, Ethnicity, and Inter-Cultural Discourse (4 Credits)**

This course presents Israeli society and culture development as reflected in Israeli films from the 1950s to present day Israel. Topics include history and collective memory, ethnicities and the experiences of immigration, Israelis in their spatial Mediterranean/Middle-Eastern context and Judaism in its old and new representations. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2360 Israeli Society Through Film: Narratives of the Holocaust, War and Terror in Israeli Life (4 Credits)**

This course analyzes fundamental aspects of Israeli-Jewish collective identity through a consideration of the trauma of the Holocaust, and explores the representation of these issues in Israeli film from the 1960s to today. The course presents and analyzes narratives of human experience in traumatic times and their after-effects via cinematic perceptions of Holocaust survivors and their offspring, the relationship between the Israeli native Sabra and the Holocaust survivor, the impact of war on soldiers and their families, and the Israeli experience of terror. Screenings of Israeli film is a central part of the course. All films are in Hebrew with English subtitles. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.



**JUST 2370 Multicultural Israel: Food, Film and Beyond (4 Credits)**

In this course participants will examine Israeli culture and identity using a broad array of materials and topics, including popular music, film, sports, and food. Topics include Israel's society, ethnic relations, and the Arab minorities in the Jewish state. Students also discuss whether there is a unique Israeli culture and the struggle for Israel's identity. Emphasis is on interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways. Through discussion, research, writing and various media resources, class members investigate these varied dimensions of culture; learn to understand them in their broader social, aesthetic, ethical, and political contexts. This course counts toward the common curriculum requirement of Analytical Inquiry: Society & Culture.

**JUST 2380 Multicultural Israel through Popular Music (4 Credits)**

The music of Israel is a combination of Jewish and non-Jewish music traditions that have come together over the course of a century to create a distinctive musical culture. This course presents a brief cultural history of Israel through popular music. To examine the central and lively role that songs have played in the shaping of Israeli identity, this class examines a range of diverse lyrics, including selections from folk music, pop and rock music, Levant influenced music, and more. Topics covered include Shirei Eretz Israel (the songs of the land of Israel), military ensembles, song festivals and competitions, the rise of minorities, outstanding performers and songwriters, international influences, and media's impact on audience preferences. This course counts toward the common curriculum requirement of Analytical Inquiry: Society & Culture.

**JUST 2700 Topics in Judaic Studies (1-5 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 2701 Topics in Judaic Studies (1-5 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 2702 Topics in Judaic Studies (1-5 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 2704 Topics in Judaic Studies (4 Credits)**

Topics vary, reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 2741 American Jewish Literature (4 Credits)**

This course surveys over 100 years of American Jewish immigrant narratives beginning with the great exodus of Eastern European and Russian Jewry at the end of the 19th century and ending with recent arrivals from Israel and the former U.S.S.R. Canonical works by central authors reveal the great successes of Jewish immigrants alongside their spiritual failures. A selection of memoir, novels, short stories, and poetry in English and in translation from Hebrew and Yiddish demonstrate the multilingual character of the Jewish experience in America. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2741.

**JUST 2742 Modern Hebrew Literature (4 Credits)**

This course offers a survey of some of the most significant works of modern Hebrew literature available in translation. Students consider how the development of Hebrew literature has contributed to the formation of contemporary Israeli identity, and how the conflicts that define the turbulent history of Israel are treated in works by canonical authors. The selection of diverse voices and literary materials exposes students to the social, political, and historically changes wrought by the rise of modern day Israel. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2742.

**JUST 2743 Jewish Humor: Origins and Meaning (4 Credits)**

Writers, scholars, and comedians all claim to locate an identifiable strain of "Jewish humor" running from the Bible through to today's literary humorists and provocative stand-up comics. This course takes humor seriously in an effort to reveal the development of "Jewish humor" in America from a comparative context. But is there such a thing as Jewish humor? And if so, what are its sources and characteristics? Does it exist across cultures and in different linguistic communities? Through lectures, discussion, exercises and papers, students gain a broad understanding of the history, psychology, and philosophy of humor as it relates to Jewish arts and letters in America. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is cross-listed with ENGL 2743.

**JUST 2745 Israeli Television and Cinema: Representing Cultural Diversity in Israeli Life (4 Credits)**

The course goals are three-fold: a) to facilitate students' communicative competence in Hebrew across the interpretive, interpersonal and presentational modes through constant immersion in Hebrew, b) to expand students' knowledge and understanding of Israeli society and culture while interacting solely in Hebrew, and c) to help students develop a lifelong interest in learning the Hebrew language and its culture. Screening of Israeli films is a central part of the course. All the films are in Hebrew. The course is not open to native speakers of Hebrew. Cross listed with HEBR 2745. Prerequisite: HEBR 2003 or equivalent.

**JUST 2750 Italian Jewish Literature and Cinema (4 Credits)**

This course is cross-listed with ITAL 2750. It offers an overview of Italian Jewish literature and cinema from the Middle Ages to the present. Students will read and discuss prose and poetry, essays and articles, as well as watch and discuss films that address issues such as religious and cultural identity, the right to difference, anti-Semitism and the Shoah. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Jewish Italian writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2991 Independent Study (1-5 Credits)****JUST 3001 Judaism (4 Credits)**

A literary and historical journey through Judaism. This course examines the "Jewish story" from its roots to its modern-day manifestations, focusing on select, classic Jewish texts in their historical contexts. From them, students explore Jewish tradition and practice and actively engage with and in the vivid interpretive imagination of the authors of Judaism throughout the ages. Cross listed with RLGS 3001.

**JUST 3002 Creation & Humanity (4 Credits)**

Why am I here and what is my place in the world? In this class, students engage a wide-variety of answers to this timeless question. We focus on primary texts regarding the creation of the world and humanity's role within the world from multiple religious traditions, from ancient Near Eastern mythologies to modern spiritualities and film. Themes of the course include humanity's relation to the divine, nature, and one another; we also discuss issues of inequality and sustainability. Students also learn to perform fruitful cross-cultural comparison.

**JUST 3003 The Moses Traditions: Jewish, Christian, and Muslim Traditions about Moses from Past to Present (4 Credits)**

The "Abrahamic Traditions" (Judaism, Christianity & Islam) are described as such because each tradition situates its origin in the figure of Abraham, yet there is another foundational figure who looms even larger in all three traditions – Moses. The Moses Traditions traces Jewish, Christian, and Islamic traditions about Moses from the Hebrew Bible through modern America, and in so doing brings into the foreground the religious and inter-religious importance of this beloved figure. Drawing from over 2,500 years of texts and traditions, students come away with a deeper understanding of: 1) how the figure of Moses is shaped and reshaped throughout history and across the globe, 2) how religious traditions portray and redescribe foundational figures to suit the ever-changing needs of their communities, and 3) how to engage a multi-faceted, culturally-embedded, and millennia-long collection of traditions in a way that yields fruitful insight into the inner workings of the religious imagination. This course is cross-listed with RLGS 3003.

**JUST 3010 Aspects of Modern Hebrew (4 Credits)**

This course is designed for students who have successfully completed Intermediate Hebrew. It facilitates communicative competence in Hebrew across interpretive, interpersonal and presentational modes through constant immersion in Hebrew. It also expands knowledge of Israeli culture while interacting solely in Hebrew. This course is not open to native speakers of Hebrew. Cross listed with HEBR 3010. Prerequisite: HEBR 2003 or equivalent.

**JUST 3023 Great Thinkers: Maimonides-Politics, Prophecy and Providence (4 Credits)**

Using "The Guide for the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), one of the central figures in medieval philosophy and Jewish thought. Our study includes analyses of his ideas on: principles of faith, human perfection, intellectual vs. "imaginational" approaches to truth, pedagogy and politics, reasons for the commandments, the nature of God and divine will, the limits of human knowledge, the mechanics of prophecy, and the parameters and implications of providence. Cross listed with PHIL 3023 and RLGS 3023. Prerequisite: junior standing or instructor's permission.

**JUST 3024 Maimonides: Greek, Islamic, and Christian Encounters (4 Credits)**

Using the "Guide of the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), a central figure in the history of philosophy and in the history of Jewish thought. In this course, we examine in depth the relationship between Maimonides' core ideas and various Greek, Muslim and Christian thinkers, including: Aristotle, Plotinus, al-Farabi, Avicenna (Ibn Sina), al-Ghazali, Averroes (Ibn Rushd), and Aquinas. Topics to be explored include: what is "metaphysics?"; God's unity and essence as existence itself; the mystery of knowing and not knowing God (including a consideration of God's ways as well as "negative theology"—viz. the extent to which we do not know God); God as pure intellect; the nature of the cosmos and the "separate intellects"; creation vs. eternity vs. emanation: philosophical and religious perspectives on the origins of the universe and implications for "living in the world with/out God." In our study, we will also address the methodological implications of cross-religious and cross-language analyses, and how to spot and address (in your own work and in the work of others) tacit cultural biases at play in the interpretive process. Cross listed with PHIL 3024 and RLGS 3024. Prerequisite: Junior standing or instructor's permission.

**JUST 3026 Levinas and the Political (4 Credits)**

Emmanuel Levinas (1906-1995), famous for his arresting insight of "ethics as first philosophy," is a key figure in the histories of phenomenology, metaphysics, and theology. In this class, we examine the implications of Levinas' thought for politics and the political through close readings of his insights on peace, proximity, and justice in such works as "Reflections on the Philosophy of Hitlerism" (1934), *Totality and Infinity* (1961), *Otherwise Than Being or Beyond Essence* (1974), and "Peace and Proximity" (1995) in dialogue with key companion works in political thought and political theology, including Benjamin on Divine Violence, Butler on postmodern politics, Connolly on agonism, Critchley on anarchism, Marxist intersections, and Derrida and other "Jewish theologies" of messianistic impossibility. Themes addressed include: Justice; Covenant; Law; the grounding and paradox (or betrayal) of politics-with-ethics; phenomenologies of hospitalities and strangers, friends and enemies; liberalisms, socialisms, fascisms; revolutions and anarchies; agonisms v. antagonisms; impossibility; messianisms without Messiahs; logics of works v. logics of grace; on the role of love v. justice; anarchic grounds; temporalities of covenant and justice; fraternity; forgiveness and its limits; "the 3rd"; rational peace, peace between the wars, and impossible peace. This course is cross-listed: PHIL and JUST. Pre-reqs: This course is open to juniors and seniors except by special permission of the instructor.

**JUST 3086 The Emergence of Monotheism (4 Credits)**

This course is cross-listed with RLGS 3086. Monotheism, the belief in a singular deity, did not arise out of nothing. Rather, the emergence of monotheism was a multi-stage process spanning several millennia and involving numerous religious traditions, primarily Judaism, Christianity, and Islam. This process was marked by internal and external conflict, as individuals and communities struggled to distinguish themselves from their non-monotheistic predecessors and neighbors, while often attempting to convince others to do the same. In this class, we begin with the ancient Near Eastern religious environment in which the idea of monotheism first appeared, then turn our attention to how the movement toward monotheism shapes the texts of the Hebrew Bible, New Testament, and Quran. We also look to archaeological sites and case studies in material culture to fill out our understanding of the lived experiences at play in the emergence of monotheism.

**JUST 3090 God and Giving? Religion and Philanthropy in America (4 Credits)**

This course is cross-listed with ANTH 3090 and RLGS 3090. The United States is notable for its high levels of religious participation and for its well-established and rapidly expanding nonprofit sector. In this course, we will explore these phenomena from a variety of disciplinary perspectives including anthropology, history, and religious studies in order to understand the intersections of religion and philanthropy. By looking at religious ideologies, social theory, and legal and economic contexts, we will consider how religion, government, and philanthropy shape and are shaped by one another. We will examine a number of case studies including faith responses to Hurricane Katrina, the history of philanthropy in Denver, and U.S.-based religious global giving. We will explore key questions regarding community and social responsibility and ask which actors get to define key societal problems and who is ultimately responsible for responding to these problems.

**JUST 3102 Early Judaism (4 Credits)**

This course traces the development of Judaism in history and literature from the Babylonian Exile and the end of the biblical period through the origins of Rabbinic Judaism and the completion of the Babylonian Talmud (c. 650 CE). However, special emphasis is placed on Jewish culture in the late Second Temple period (c. 200 BCE to 100 CE) and its impact on the early Christian movement, including Jewish literature from the time of Jesus, lost texts of the Bible, new evidence from the Dead Sea Scrolls, and the few surviving historical sources of the Second Temple Period. In addition, students analyze how the Bible came to be and understand how sacred texts and their interpretations eventually became the new center of both Judaism and Christianity. Cross listed with RLGS 3102.

**JUST 3146 Great Thinkers: Levinas (4 Credits)**

Emmanuel Levinas (1906-1995), famous for his arresting and original idea of "ethics as first philosophy," is an important figure in the histories of phenomenology, metaphysics, and theology. In this course, we set out to explore Levinas' insights on ethics, alterity, and infinity, including the connection of his ideas to Plato, Descartes, Kant, and Husserl, as well as his critical responses to Heidegger and his positive contributions to Derrida. In this course, we work through Levinas' two major works, *Ethics and Infinity* and *Otherwise Than Being or Beyond Essence*, as well as a number of shorter writings—including material from his Talmudic commentaries. Themes to be covered include: Being, Goodness, Risk, Ethics, Alterity, Transcendence, Law, Judaism, Gift, Forgiveness, Politics, Theology, and Justice. This course is cross-listed with PHIL 3146.

**JUST 3150 The Bible and the Dead Sea Scrolls (4 Credits)**

This course includes an advanced study of the Dead Sea Scrolls with a particular focus on the Bible as it appears in the Qumran library. We will discuss the variant versions of the Bible, some of which were previously unknown before the discovery of the Scrolls, and how the findings of the Scrolls may question the very idea of "Bible" itself in the context of the late Second Temple Judaism. Further, we will place particular emphasis on studying the way biblical texts were engaged, interpreted and even written by the authors of the Dead Sea Scrolls. In this way, we shall explore the origins of biblical interpretation and how the notion of the Bible came to be. Cross listed with RLGS 3150. Prerequisites: None. The Scrolls will be read in English translation, but those with Hebrew reading skills will have an opportunity to read/translate portions of the Scrolls in community.

**JUST 3151 Dead Sea Scrolls (4 Credits)**

The Dead Sea Scrolls represent one of the greatest manuscript finds of the twentieth century and have been said to be the most important discovery in biblical archaeology. These scrolls offer a rare window into early Judaism and Christianity and offer us the earliest and most important witnesses to the (Hebrew) Bible. This course covers the Dead Sea Scrolls in their historical, literary and religious context in English translation, together with relevant scholarly research. Cross listed with RLGS 3151.

**JUST 3152 Philosophy Meets Mysticism: A Greek, Jewish and Islamic Neoplatonic Journey (4 Credits)**

Neoplatonism is a unique genre - somewhere between philosophy and mysticism. In this course, we investigate some of the leading themes of Neoplatonism, tracing the Greek ideas of Plotinus (the third century "father of Neoplatonism") into later Jewish and Islamic textual traditions. As part of our journey, we investigate a host of philosophical writings, including the *Theology of Aristotle* and the *Liber de Causis*, as well as works by Plato, Plotinus, Proclus, Ibn Tufayl, Avicenna, Isaac Israeli, Solomon Ibn Gabirol, and Abraham Ibn Ezra. Themes to be covered include emanation and creation, apophatic discourse, divine desire, the theological significance of imagination, inward reflection, and the call to virtue. Cross listed with PHIL 3152. Prerequisite: junior standing or instructor's permission.

**JUST 3215 Modern Jewish Philosophy (4 Credits)**

Covering a range of modern thinkers from the seventeenth to the late-twentieth century, topics include reason and revelation, human autonomy and responsibility, aesthetics, post-Holocaust theology, responses to Kant, responses to Heidegger, ethics, and the quest for authenticity. Cross listed with PHIL 3215. Prerequisite: junior standing or instructor permission.

**JUST 3405 Postmodern Visions of Israel (4 Credits)**

This course investigates how representations of Israel as a modernist utopia have been replaced in contemporary literature with images of Israel as a dystopia. The class discusses the historical context that gave rise to visions of an idealized Israel, and the role the Hebrew language played in consolidating and connecting narration to nation. Next the class considers how belles-lettres from recent decades have reimagined Israel as a series of multilingual "multiverses." A selection of fiction translated from Hebrew forms the core of class reading. Theoretical exploration of postmodernism help us conceptualize the poetics of postmodern literature. No knowledge of Israeli history or Jewish culture is necessary to succeed in this course. This course is cross-listed with ENGL 3405.

**JUST 3700 Topics in Judaic Studies (1-4 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 3703 Topics in Judaic Studies (1-4 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 3704 Topics in Judaic Studies (1-4 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 3740 Bodies and Souls (4 Credits)**

This course examines the unique place of the body in biblical religion. We ask how the Bible and its interpreters have shaped current views on sex and the gendered body in Western society. How has the Bible been (mis)used in relation to current understandings of the physical body? Is the saying that a "human" does not have a body, but is a body as true for the Hebrew Bible as the Christian New Testament? How has Judaism and Christianity (de)valued sexuality, procreation, and celibacy? How do the biblical traditions shape our modern opinions about the ideal physical body and body modifications? How can we understand "out-of-body" experiences and notions of death and afterlife in Western religion? Students are encouraged to interpret the Bible and their own beliefs from a uniquely embodied perspective. Cross listed with GWST 3740, RLGS 3740.

**JUST 3742 Jesus in Jewish Literature (4 Credits)**

This course surveys literary depictions of Jesus in Jewish literature. Readers are often surprised to learn that throughout the twentieth century and into the twenty-first century, major Jewish writers have incorporated the figure of Jesus of Nazareth into their work. This class explores the historical, aesthetic, and spiritual reasons for the many Jewish literary representations of Jesus and of his literary foil, Judas. A selection of materials including short stories, poems, novels, scholarly essays and polemics in English and in translation from Hebrew and Yiddish demonstrate the depth of Jewish literary culture's engagement with Jesus' life and teachings. Among the many writers we will read are: S.Y. Agnon, Sholem Asch, Uri Zvi Greenberg, Haim Hazaz, Emma Lazarus, Amos Oz, Philip Roth, and L. Shapiro. Ultimately, this class will consider how literary representations of Jesus can destabilize perceived distinctions between Jews and Christians. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course is cross-listed as ENGL 3742.

**JUST 3890 Religion and Diaspora (4 Credits)**

When forced to leave a homeland, displaced communities frequently turn to religion to maintain identity and adapt to—or resist—new surrounding culture(s). This course examines the role of religion and identity in three Jewish and Christian communities living in diaspora and poses questions such as: What is the relationship between religion and (home)land? How have the biblical themes of exodus, diaspora, promise and restoration been applied to contemporary experiences? And how have our American stories been interpreted through the lens of the Bible? As part of the service learning component, students have the opportunity to work with religious and immigrant aid organizations in the Denver community. Cross listed with RLGS 3890.

**JUST 3891 Justice: A Biblical Perspective (4 Credits)**

This course explores the ways in which the Bible has been applied to questions of social justice in contemporary society. In addition to studying major theological and philosophical theories of justice, students read a variety of biblical texts related to major issues of social and economic justice such as world hunger, the poor, revolution, just war theory and pacifism, environmentalism, and the role of government. This course includes a service-learning component. Cross listed with RLGS 3891.

**JUST 3991 Independent Study (1-5 Credits)**

Prerequisites: HEBR 1003 or JUST 1003 or equivalent and instructor's permission.

## Kinesiology and Sport Studies

Office: Ammi Hyde Office 108

Mail Code: 2450 South Vine St. Denver CO 80210

Phone: 303-871-2908

Web Site: <https://psychology.du.edu/academics/kinesiology> (<https://psychology.du.edu/academics/kinesiology/>)

The Kinesiology and Sport Studies (KINE) undergraduate program delivers a comprehensive, flexible, and progressive curriculum with challenging teaching and learning strategies to a community of diverse learners, alumni, and networks. We aim for our graduates to be well-prepared, curious, and ethical scholar-practitioners and leaders who integrate diverse ways of knowing to solve personal problems, address social issues, and live meaningful lives.

With a progressive and innovative curriculum, we introduce students to a variety of knowledge and skills, professional organizations, graduate school opportunities, and careers spanning kinesiology, sport, exercise, fitness, wellness, and more. Our intentionally multidisciplinary program focuses on

the psychological, sociological, historical, and applied physiological and biomechanical aspects of sport, human movement and the human body, and physical activity.

We offer a major and minor in KINE. All students are eligible for the major and minor. There is no application process.

Kinesiology and sport careers vary greatly. Therefore, so do corresponding job requirements and preferences, and career development pathways into these varied positions. Designed with this in mind, the KINE major and minor are flexible and prepare students for a wide range of careers, such as: collegiate, professional, or national-team sport coaches, scouts, managers, and administrators; certified mental skills consultants; strength and conditioning coaches, personal trainers, health and wellness coaches, group fitness instructors, exercise or sport scientists; and coaches in k-12 settings, for-profit businesses, or non-profit and government settings including community recreation centers and military (e.g., tactical strength and conditioning facilitator), and graduate or professional schools (e.g., athletic training, physical therapy, sport psychology, sports medicine).

With an emphasis on experiential learning and the integration of knowing and doing, the major develops students to be scholar-practitioners in diverse kinesiology and sport fields and contexts. Our curriculum was designed in alignment with the American Kinesiology Association's (AKA) standards for university undergraduate degree programs and we maintain active membership with AKA. Also, the major prepares students for nationally recognized, needed, and leading certifications, such as the National Strength & Conditioning Association's Certified Strength and Conditioning Specialist (CSCS), Certified Performance & Sport Scientist (CPSS), and Tactical Strength & Conditioning Facilitator (TSAC-F).

## Major

The BA in KINE requires 40 credit hours, including 20 required credit hours and 20 elective credit hours. Students pursuing the BA are required to complete an internship (KINE 3980). Students pursuing the minor are not required to complete an internship. Students interested in pursuing internships must secure an internship 1-3 months in advance of course registration. Moreover, students must apply to be accepted to internships.

## Bachelor of Arts in Kinesiology & Sport Studies

Code	Title	Credits
<b>Kinesiology and Sport Studies Requirements</b>		
<b>Required Courses</b>		
KINE 1005 or KINE 1015	Resistance Training and Strength and Conditioning Methods Foundations of Olympic Weightlifting and Powerlifting	4
KINE 2000	Foundations of Kinesiology and Sport Studies	4
KINE 3005	Research in Kinesiology and Sport	4
KINE 3000	Diversity, Equity, and Inclusion in Kinesiology & Sport	4
KINE 3010	Ethics and Leadership in Kinesiology and Sport	4
<b>Internship</b>		
Required 0 - 4 hours		
KINE 3980	Internship in Kinesiology and Sport	0-8
<b>Electives</b>		
Select from the following:		20
KINE 2010	Motor Learning for Skill Acquisition	
KINE 2020	Sociology of Kinesiology and Sport Performance	
KINE 2030	Administration of Sport, Fitness, and Wellness	
KINE 2035	Anatomical Kinesiology	
KINE 2040	Athletic Nutrition	
KINE 2050	Sport Psychology	
KINE 2701	Special Topics in Kinesiology and Sport Studies	
KINE 3015	Sport Science	
KINE 3020	Biomechanics of Kinesiology and Sport	
KINE 3021	Biomechanics of Kinesiology and Sport Lab	
KINE 3025	Prevention and Care of Athletic Injuries I	
KINE 3026	Prevention and Care of Athletic Injuries II	
KINE 3030	Strength and Conditioning Coaching	
KINE 3031	Scientific Aspects of Strength and Conditioning	
KINE 3991	Independent Study	
<b>Total Credits</b>		<b>40</b>

### Non-Coursework Requirements

- All major students are encouraged to maintain CPR certification for the duration of study. Certification can be sought off-site or with campus safety on campus. <https://www.du.edu/campussafety/classes/index.html> (<https://www.du.edu/campussafety/classes/>)
- The GPA in the major and the minor must be at least 2.0.
- The Bachelor of Arts requires at least one minor, however, students may choose majors in two departments and eliminate the minor.
- Credits in the major and the minor must be earned at the level of "C–" or better.
- At least 50 percent of the required credits for the major and the minor must be completed at the University of Denver.
- A total of 60 credits earned in any one department is the maximum accepted toward meeting the minimum 183 credits for the degree. (Exception: BA with a major in music.)
- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.

## Minor

The minor is open to all University of Denver students. The minor in KINE requires 20 credits in KINE, including the required KINE 2020 Foundations of Kinesiology and Sport Studies. Most students will complete the minor by taking five, 4-credit hours courses in KINE. The KINE minor is an excellent fit for students with majors in biology or pre-health, business, or tourism and hospitality management who are considering careers in sport and related fields. The KINE minor is also an excellent choice for students who major in the College of Arts, Humanities & Social Sciences (e.g., psychology, sociology) or School of Engineering & Computer Science seeking greater sport-specific knowledge, context, and culture or who are completing applied research, projects, internships, or community-service in kinesiology or sport settings.

### Minor Requirements

20 credits

Code	Title	Credits
<b>Required</b>		
KINE 2000	Foundations of Kinesiology and Sport Studies	4
<b>Electives</b>		
Choose 16 credits from any KINE courses, excluding KINE 3980 Internship		16
<b>Total Credits</b>		<b>20</b>

- 3.70 or greater major GPA.
- Earn a letter of support for distinction in the major upon completion of a project approved by one Kinesiology and Sport Studies faculty member. See Kinesiology and Sport Studies faculty for more information.

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
SI Society or AI Society	4	SI Society or AI Society	4	SI Society or AI Society	4
Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4
KINE 1005 or 1015	4	AI Natural	4	KINE 2000	4
		<b>16</b>			<b>16</b>

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4
AI Society or SI Society	4	KINE 3000	4	KINE 3005	4
KINE major elective	4	Major, minor or elective	4	Major, Minor, or Elective	4
Minor or elective	4	Minor or elective	4	Minor or Elective	4
		INTZ 2501	2		
		<b>16</b>			<b>16</b>

#### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Study abroad	17	KINE major elective	4	KINE major elective	4
INTZ 2502	1	KINE 3010	4	KINE major elective	4



	INTZ 2503		2 Minor or elective	4
	Minor or elective		4 Minor or elective	4
	<b>18</b>		<b>14</b>	<b>16</b>
<b>Fourth Year</b>				
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>
				<b>Credits</b>
KINE major elective	4	Major, minor or elective	4	KINE 3980
KINE 3980	4	Major, minor or elective	4	Major, minor or elective
Advanced Seminar	4	Major, minor or elective	4	Major, minor or elective
		Major, minor or elective	2	
	<b>12</b>		<b>14</b>	<b>12</b>

Total Credits: 184

#### **KINE 1005 Resistance Training and Strength and Conditioning Methods (4 Credits)**

Resistance training is an overarching term for human physical activities performed against a force at a given velocity. Examples of resistance training include the use of free weights, dumbbells, flywheel and pneumatic machines, bodyweight, bands, chains, and more. Strength and conditioning methods is an overarching term for modes of physical activity commonly used in sport and fitness settings. In this foundational course, students will develop an introductory-to-intermediate scientific and practical understanding of resistance training and strength and conditioning methods.

#### **KINE 1015 Foundations of Olympic Weightlifting and Powerlifting (4 Credits)**

Powerlifting and weightlifting (Olympic lifts and their derivations) are two widely popular strength- and power-based sports and these movements offer numerous physiological, psychological, and social benefits. The primary movements, including the deadlift, bench press, squat, clean and jerk, and snatch are also nearly universally applied to sports performance training. From recreational to world champion athletes, understanding the rules, equipment, and training practices of powerlifting and weightlifting is essential to developing mastery as a lifter and instructor. Students in this course will learn by doing and acquiring foundational content knowledge in these lifts and the organization of the sports. Students will also learn about powerlifting and weightlifting national governing bodies and how the sport is administered.

#### **KINE 2000 Foundations of Kinesiology and Sport Studies (4 Credits)**

This course explores the historical development of kinesiology, sport, and physical cultural studies from ancient societies to the present. By exploring the historical, political, social, cultural, economic, and religious underpinnings of kinesiology, students will understand how they, the field, and various stakeholders have been shaped to their present form. Students will use this understanding to identify and make critical judgments about the common issues, problems, and limitations in kinesiology today. This course will also examine varying national governing bodies, career opportunities, graduate and professional school options in the field, and prepare students to navigate advanced courses and topics.

#### **KINE 2010 Motor Learning for Skill Acquisition (4 Credits)**

This course will provide students with an understanding of how individuals (e.g., athletes, performers, recreationists) learn, perform, and retain motor skills. The course will explore how individual psychology, dynamic environments, and varying group and cultural practices affect skill acquisition. Students will develop foundational skills to develop and implement instructional strategies (e.g., practice plans, activities, feedback, affordances) to facilitate skill learning and performance enhancement, skill modifications for injury prevention, and rehabilitation of injury. This course will cover a variety of theoretical and scientific concepts pertaining to skill acquisition and learning across a variety of settings. Prerequisite: KINE 2000.

#### **KINE 2020 Sociology of Kinesiology and Sport Performance (4 Credits)**

An applied approach to the sociology of kinesiology and sport performance integrates theory and practice, also called praxis, to help students become critical thinkers and problem solvers. Students will be exposed to traditional sociological frameworks such as functionalism, interpretivism, and critical theory; themes such as gender, race, class, and ableism; and topics such as identity, deviance, coaching, performance, health, exercise, and sport. The applied focus will prepare students to see sociologically in everyday kinesiology and sport contexts in order to enhance performance and other outcomes, inclusive of ethical considerations. Prerequisite: KINE 2000.

#### **KINE 2030 Administration of Sport, Fitness, and Wellness (4 Credits)**

Organization and administration of sport, fitness, and wellness prepares students to manage and lead in diverse contexts. Course topics introduce students to relevant theoretical and practical aspects of administration, such as managerial functions, human resource management, marketing, budgeting, risk management, and finance. The breadth of the course will set a foundation for students to expand and specialize their skills while pursuing specific career opportunities. Prerequisite: KINE 2000.

#### **KINE 2035 Anatomical Kinesiology (4 Credits)**

Anatomical kinesiology is the study of muscles, bones, and joints and how they function to produce human movement. This course covers major bodily structures of the human body, from head to toe. A foundational understanding of human anatomy is beneficial or needed for advanced study of many kinesiology topics and careers, such as biomechanics, strength and conditioning, sport science, athletic training, sport psychology, and allied health. By design, this course focuses on anatomical kinesiology to prepare students for application in a variety of kinesiology and sport contexts.

#### **KINE 2040 Athletic Nutrition (4 Credits)**

From the youth to high-performing athletes on to master's athletes and weekend warriors, nutrition effects recovery, performance, and a host of other processes. This course provides students with an understanding of the physiological, psychological, and cultural aspects of athletic and fitness nutrition. Students will learn how to prepare athletes and clients for practice, competition, transitions, and everyday life. Additional course topics include disordered eating, ergogenic aids and supplements, professional nutrition organizations and career development, and sport-specific nutrition strategies.

**KINE 2050 Sport Psychology (4 Credits)**

Sports psychology aims to improve athlete well-being and performance. In this class, students learn about the key concepts and theories from sport psychology such as motivation, anxiety, goal setting, imagery, and team cohesion. A key component of the course requires students to not only apply these concepts through cornhole tournaments throughout the semester, but to also interrogate taken-for-granted assumptions embedded in the field of sport psychology.

**KINE 2701 Special Topics in Kinesiology and Sport Studies (4 Credits)**

Kinesiology and sport studies topics of special interest to faculty and students as needed to complement and expand existing curriculum and test innovative subject matter or teaching and learning practices. May be taken more than once. Prerequisite may vary based on specific special topic.

**KINE 3000 Diversity, Equity, and Inclusion in Kinesiology & Sport (4 Credits)**

This course exposes students to diversity, equity, and inclusion in kinesiology and sport. Related terminologies and frameworks such as social justice, critical studies, and power, privilege, and oppression will also be explored and in relation to the often more palpable term DEI. Students will develop a shrewd understanding of how inequalities, identities, and forms of hate and discrimination were created and how they manifest in sport contexts (e.g., ownership, labor, leadership, science). Students will also develop practical skills to advance a praxis (theory and practice) of DEI that embraces continuous development and inclusive excellence.

**KINE 3005 Research in Kinesiology and Sport (4 Credits)**

This course focuses on the wide variety of research in kinesiology and sport to prepare students to become critical consumers of scholarship. Students will understand the ethics, values, and other assumptions underpinning kinesiology research. Issues to be explored in relation to research include diversity, equity, and inclusion, marginalized ways of knowing, and how in the name of science people have been harmed. Course topics will include framing a research problem, designing a research study, and doing research, including writing and dissemination. Students will appreciate a wide understanding of qualitative and quantitative, descriptive and explanatory, laboratory and naturalistic approaches to scholarship. Prerequisites: KINE 2000.

**KINE 3010 Ethics and Leadership in Kinesiology and Sport (4 Credits)**

This course examines moral issues, reasoning, and theories in kinesiology and sport. Students will develop a deep understanding of sport ethics and embody a profound sense of integrity as a leader and citizen. The course will approach ethics from the leader's role on topics such as equality, diversity, equity, and inclusion, science and research, violence, capitalism, government regulation. Kinesiology and sport-specific ethical issues will be covered, such as drugs and performance enhancing substances, technology and genetic testing, deviance, violence, and fair play.

**KINE 3015 Sport Science (4 Credits)**

Sport science is often defined as the scientific study and application of science for sport and performance enhancement. Sport scientists often possess a range of industry titles and roles, but share commonalities in engaging in scientific research, using scientific thinking to enhance outcomes and dispel myths, and instill best practices in the use of performance technology and evidence-informed training practices. Foundational areas of sport science tend to include: physiology, biochemistry, biomechanics, nutrition, skill acquisition, psychology, statistics, analytics, and technology management. Prominent course topics include theoretical and conceptual knowledge of sport training theory, athlete monitoring and assessment, managing data and analytics, and educating and disseminating information. Students will also consider ethical and interdisciplinary aspects of sport science, including psychology of optimal performance, surveillance technology, and informed consent. Prerequisites: KINE 1005 or KINE 1015 and KINE 2035 or BIOL 3241.

**KINE 3020 Biomechanics of Kinesiology and Sport (4 Credits)**

Biomechanics of kinesiology and sport entails the study of mechanics applied to the biological systems of the body, with a focus on athletic and human movement performance. Students learn foundational knowledge of biomechanical principles and laws to explain how the body functions to produce movement, which can be used to analyze and enhance movement and quality of life in a variety of settings (e.g., athletics, wellness, sports science, coaching). Prerequisite: KINE 2035 or BIOL 3241.

**KINE 3021 Biomechanics of Kinesiology and Sport Lab (1 Credit)**

Biomechanics of kinesiology and sport lab facilitates students applied skills in the kinematics and kinetics of human movement, with a focus on sport, wellness, and clinical settings. Students collect and analyze data generated from movement analysis technology and make recommendations for how to improve function and reduce dysfunction. A variety of human and athletic movements are explored, and students learn to improve movement performance and reduce injury. Prerequisite: KINE 2023 or BIOL 3241.

**KINE 3025 Prevention and Care of Athletic Injuries I (4 Credits)**

This course introduces students to the principles and practices of sports medicine, athletic training, and the sports performance team. In this first course in a two-course series, students learn about the professional development and responsibilities of healthcare providers and juxtapose this to sport, fitness, and wellness providers who often have different goals and environmental pressures. Course topics also include risk management, pathology of sports and movement injury, management skills, musculoskeletal conditions, and general medical conditions. Prerequisite: KINE 2035 or BIO 3241.

**KINE 3026 Prevention and Care of Athletic Injuries II (4 Credits)**

In this second course, in a two-course series, students learn about the professional development and responsibilities of healthcare providers and juxtapose this to sport, fitness, and wellness providers who often have different goals and environmental pressures. This course introduces students to the principles and practices of sports medicine, athletic training, and the sports performance team. Course topics also include risk management, pathology of sports and movement injury, management skills, musculoskeletal conditions, and general medical conditions. Prerequisite: KINE 2035 or BIOL 3241.

**KINE 3030 Strength and Conditioning Coaching (4 Credits)**

This course focuses on developing students' applied leadership, management, and instruction skills, and professional judgment in kinesiology and sport fields, with an emphasis on strength and conditioning and fitness contexts. Students learn to instruct a variety of strength and conditioning methods, such as speed, plyometrics, agility, resistance training, and strength athletics (e.g., Atlas Stones, Highland Games). Students also learn about the associated ethical, psychological, sociocultural, pedagogical, andragogical, and political aspects and issues with the practice of being a strength and conditioning and health and wellness practitioner. The course will also help students seeking certification with the National Strength and Conditioning Association and related organizations. Prerequisite: KINE 1005 or KINE 1015 and KINE 2035 or BIOL 3241.

**KINE 3031 Scientific Aspects of Strength and Conditioning (4 Credits)**

Scientific Aspects of S&C prepares students to understand the scientific research areas informing strength and conditioning practices. Students will learn about foundational scientific ways of understanding the human and athletic body, particularly the varying systems of the human body, endocrine responses, and anaerobic and aerobic adaptations to training. Additional, rudimentary consideration will be given to psychological, nutritional, and organizational aspects of strength and conditioning. The course will also help students seeking certification with the National Strength and Conditioning Association and related organizations. Prerequisite: KINE 1005 or KINE 1015 and KINE 2035 or BIOL 3241.

**KINE 3035 Physiology of Sport Performance (5 Credits)**

Sport physiology is the study of how sport participation, physical activity, training, and/or exercise alters the structure and function of systems of the body. This course examines the acute physiological responses and chronic adaptations of the muscular, endocrine, cardiovascular, metabolic, respiratory, and immunological systems of the body as they apply to sport performance. Environmental influences (e.g., altitude and heat), performance choices (e.g., nutrition), and selected developmental considerations (e.g., as related to identity and aging differences) are discussed as they intersect with physiological performance for sport participation and performance. A foundational understanding of sport physiology is needed for the advanced study of many kinesiology topics and careers, such as strength and conditioning, sport science, athletic training, sport psychology, and allied health fields. By design, this course focuses on sport physiology topics to prepare students for applying training principles, methods, programs, and practices to a variety of kinesiology and sport contexts and sport participants.

**KINE 3980 Internship in Kinesiology and Sport (0-8 Credits)**

The purpose of this course is to provide students in the kinesiology and sport studies major an experience for gaining knowledge, skills, and attitudes in related career fields through experiential learning and reflective practice. Through real-world experience, students will develop a more accurate and nuanced understanding of the realities of everyday practice in kinesiology and sport. These experiences are essential for students in the major to test out, integrate, negotiate, and transform their newly acquired theoretical and evidence-based academic subject knowledge within the realities of everyday practice. During internship, students will complete additional course assignments via distance technologies.

**KINE 3991 Independent Study (0-10 Credits)**

Independent research/study.

## Languages, Literatures, and Cultures

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Programs in the Department of Languages, Literatures, and Cultures are designed to immerse students in the speech and thought of other nations and in their cultural and literary heritages. Our students build relationships with people all over the world, discover unique histories and traditions, and experience international films, music, and literature in the original language. Our B.A. in Languages, Literatures & Cultures allows students to concentrate in Chinese, French and Francophone Studies, German, Italian, Japanese or Russian. In addition to offering minors in these six languages, we also have a minor in Hebrew and course work in Arabic.

The Center for World Languages and Cultures (p. 225) administers the first-year language sequence, which most undergraduate students use to complete FOLA requirements, as well as proficiency testing, which is required by several graduate programs. The department of Spanish Language, Literary, and Cultural Studies (p. 647) administers the Spanish major and minor.

Expand your understanding of the world! Our small, interactive classes and faculty experts integrate language learning with in-depth inquiry into multicultural understanding. Not only in classes taught by experienced, dedicated teacher-scholars who use innovative teaching techniques, but also outside the classroom, our undergraduates experience a strong sense of enthusiasm and community both among themselves and with their instructors. Senior faculty are involved at every level of instruction as well as in student advising and mentoring. Together, our faculty and students collaborate on opportunities that advance scholarly inquiry, cultivate critical and creative thought, and generate knowledge.

Language skills meet cultural knowledge across our nine programs. Whether you're studying Italian art in Florence, celebrating Japanese Culture Day on campus or diving into cultural roots through French literature, our programs prepare you to be an informed international citizen. The overwhelming majority of our students take advantage of DU's unique Cherrington Global Scholars program to study abroad at universities around the world.

Across our programs, you'll develop communication and problem-solving skills to tackle today's global challenges. Linguistic and cultural knowledge can be applied to a wide range of majors and careers, while offering opportunities for immersive understanding of human experience across the globe. Alumni of the department have pursued diverse international careers immediately upon graduation or have undertaken post-graduate studies,

often with fellowships (e.g., Fulbright, Guggenheim), in a variety of academic and professional fields. Opportunities for public sector, private sector and NGO careers on five continents are limitless.

The Center for World Languages and Cultures (CWLC) provides all language courses at the first-year level.

## Major

### Languages, Literatures & Cultures Major

BA in Languages, Literatures & Cultures prepares and engages students to become informed international citizens, who develop effective multi-lingual and cultural communication expertise and problem-solving skills. Our students apply their linguistic and cultural competencies to a wide variety of majors, careers, and future global challenges, while deepening their empathy for and curiosity about the diversity of human experiences.

The curriculum consists of 44 credit hours at the 2001 level or higher in one of the following language concentrations: Chinese, French & Francophone Studies, German, Italian, Japanese and Russian. Students are required to take 8 of those credit hours from CLTR 2100 and CLTR 2200.

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

44 credits including the following:

Code	Title	Credits
CLTR 2100	Introduction to Literary and Cultural Studies	4
CLTR 2200	Journeys in World Literature	4
<b>Remaining credits from a concentration as specified below.</b> <sup>1</sup>		<b>36</b>
<b>Chinese</b>		
36 credits of approved courses beyond CHIN 1003. Additional required courses: CHIN 2001, 2002, 2003, 2100, 2301, 2302, and no fewer than 8 credits from 3000-level Chinese topics courses. Students may count CHIN 1516 toward the concentration in Chinese.		
<b>French &amp; Francophone Studies</b>		
36 credits of approved courses beyond FREN 1003. Twelve of these 36 credits must be from FREN courses numbered between 2400-2701. Twelve of these 36 credits must be from FREN courses numbered between 3100-3998.		
<b>German</b>		
36 credits of approved courses beyond GERM 1003. No fewer than eight of these 36 credits must be from 3000-level German courses. Students may count another course taught in English on German culture, history or literature toward the concentration.		
<b>Italian</b>		
36 credits of approved courses beyond ITAL 1003. Four of these 36 credits must be from ITAL 2500 or ITAL 3010. No fewer than eight of these 36 credits must be from 3000-level Italian topics courses. Students may count one course taught in English on Italian culture, history or literature toward the concentration.		
<b>Japanese</b>		
36 credits of approved courses beyond JAPN 1003. Four of these 36 credits must be from JAPN 1416 and four credits from JAPN 2102. No fewer than eight credits must be from 3000-level Japanese topics courses.		
<b>Russian</b>		
36 credits of approved courses beyond RUSS 1003. Four of these 36 credits must be from RUSS 3101 or RUSS 3102. No fewer than eight credits must be from 3000-level Russian courses. Students are encouraged to take either RUSS 1416 or RUSS 1613 and they may count up to 5 courses taught in English on Russian culture, history or literature toward the concentration (with advisor approval).		
<b>Total Credits</b>		<b>44</b>

<sup>1</sup> Students are encouraged to pursue study abroad in a country where the language in their concentration is spoken as a native language. Credits earned from classes abroad that have been approved by the faculty are counted as DU credits toward the concentration.

## Secondary Major

### Secondary Major Requirements

44 credits. Same requirements as for BA degree.

## Minors

### Chinese

#### Minor Requirements

A minimum of 24 credits of approved courses above CHIN 2001. Four credits must be CHIN 3300 or above, or equivalent from study in China. CHIN 1516 Contemporary China in Literature and Films, which partially fulfills the Analytical Inquiry: Society and Culture requirement, can be used for credit toward the minor. Students who study abroad in China are strongly encouraged to enroll in a Chinese course (CHIN 3300 or above) upon their return.

### French and Francophone Studies

#### Minor Requirements

A minimum of 24 credits of approved courses beyond FREN 1003.

Code	Title	Credits
24 credits of approved courses beyond FREN 1003. Twelve of these 24 credits must be from FREN courses numbered between 2400-2701. Four of these 24 credits must be from FREN courses numbered between 3100-3991.		

1: Advanced Seminars in the French department are courses FREN 3500 - FREN 3900. These are not ASEM courses.

### German

#### Minor Requirements

A minimum of 24 credits of approved courses beyond GERM 1003 Elementary German. Students may count one course taught in English on German culture, history or literature toward the minor. Students who minor in German are encouraged to study abroad in a German-speaking country. Minors who choose to study abroad are strongly encouraged to enroll in a German course upon their return.

### Hebrew

#### Minor Requirements

A minimum of 20 credits of study beyond HEBR 1003.

### Italian

#### Minor Requirements

A minimum of 24 credits of approved courses beyond ITAL 1003. No fewer than four of these 24 credits must be from a course in Italian at the 3000 level. Students may count one course taught in English on Italian culture, history or literature toward the minor. Students who minor in Italian are encouraged to study abroad in Italy. Credits earned from classes in Italy that have been approved by the faculty are counted as DU credits toward the Italian minor. Minors who choose to study abroad in Italy are strongly encouraged to enroll in an Italian course upon their return.

### Japanese

#### Minor Requirements

A minimum of 24 credits of approved courses beyond JAPN 1003. Required courses include JAPN 1416 and JAPN 2102. Students who minor in Japanese are encouraged to study abroad in a Japanese-speaking country. Minors who choose to study abroad are strongly encouraged to enroll in a Japanese course upon their return.

### Russian

#### Minor Requirements

A minimum of 24 credits of approved courses beyond RUSS 1003, including one 3000-level course; students are encouraged to take either RUSS 1416 or RUSS 1613 for credit in the minor. Study abroad in Russia through the Cherrington Global Scholars Program and a service learning/internship in Denver's Russian-speaking community, though not required, are strongly encouraged. The number of credits earned through these experiences is established by agreement with faculty and is subject to institutional requirements.

## Requirements for Distinction in the Major with a Concentration in Chinese

- Minimum 3.3 cumulative GPA
- Minimum 3.5 major GPA
- Completion of a thesis

## Requirements for Distinction in the Major with a Concentration in French and Francophone Studies

- Minimum 3.2 cumulative GPA
- Minimum 3.6 major GPA
- Completion of a thesis written in French

## Requirements for Distinction in the Major with a Concentration in German

- Minimum 3.5 cumulative GPA
- Minimum 3.6 major GPA
- Completion of a thesis

## Requirements for Distinction in the Major with a Concentration in Italian

- Minimum 3.5 cumulative GPA
- Minimum 3.5 major GPA
- Completion of a thesis

## Requirements for Distinction in the Major with a Concentration in Japanese

- Minimum 3.2 cumulative GPA
- Minimum 3.6 major GPA
- Completion of a distinction project

## Requirements for Distinction in the Major with a Concentration in Russian

- Minimum 3.3 cumulative GPA
- Minimum 3.7 major GPA
- Completion of a thesis written in Russian

## Arabic (ARAB)

### ARAB 1001 Elementary Arabic (4 Credits)

The elementary Arabic three-quarter sequence aims at building practical communication skills to interact with speakers of Arabic and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Considering the diglossic nature of Arabic, students learn to speak in the Levantine dialect and read and write in Modern Standard Arabic, just like native speakers do. Students will also explore and reflect on Arabic cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Arabic sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Arabic context, operating at the novice high to intermediate low proficiency level. Arabic 1001 is designed for students with no prior knowledge of Arabic. Students with experience with the Arabic language should complete the placement test to determine the appropriate course level for their background.

### ARAB 1002 Elementary Arabic (4 Credits)

The elementary Arabic three-quarter sequence aims at building practical communication skills to interact with speakers of Arabic and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Considering the diglossic nature of Arabic, students learn to speak in the Levantine dialect and read and write in Modern Standard Arabic, just like native speakers do. Students will also explore and reflect on Arabic cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Arabic sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Arabic context, operating at the novice high to intermediate low proficiency level. Prerequisite: ARAB 1001 or equivalent.

### ARAB 1003 Elementary Arabic (4 Credits)

The elementary Arabic three-quarter sequence aims at building practical communication skills to interact with speakers of Arabic and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Considering the diglossic nature of Arabic, students learn to speak in the Levantine dialect and read and write in Modern Standard Arabic, just like native speakers do. Students will also explore and reflect on Arabic cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Arabic sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Arabic context, operating at the novice high to intermediate low proficiency level. Prerequisite: ARAB 1002 or equivalent.



**ARAB 1350 From Iraq to Morocco: Arabic Culture and Society Through Film (4 Credits)**

This course examines cultural and societal aspects of the Middle East and North Africa and presents this vast area as a broad and diverse region with diverse history, religion, and culture. Students will learn how to approach films ethnographically by subjecting each movie to a rigorous social analysis. Among topics covered are colonialism and its lasting effects, child trafficking, religion, wars, Arab-Israeli conflict, and women in the Middle East. Screening of Arabic films with English subtitles is a central part of the course. Assigned readings are designed to provide background on the particular historical and cultural contexts in which the films are produced. The course will bring awareness and/or shatter the multiple stereotypes surrounding the Arabs; but additionally, the discussions will transcend national borders and uncover social issues that may be more severe in the Arab world, but are universal and certainly not unique to the Middle East and North Africa. The course is in English and open to all interested. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARAB 1351 Tales from the Arabian Nights: Reading across Time and Space (4 Credits)**

No doubt that through their magical transformations and marvelous plots, the stories of the Arabian Nights, also known as One Thousand and One Nights, have a great entertainment value and that the imaginary setting of the tales has fascinated and inspired many authors and artists. However, this collection of stories has also significantly contributed to how the West views the Middle East: an exotic world populated by negative images such as conniving and manipulating harem women and violent and unscrupulous Arab men. The Tales of the Arabian Nights provide a unique platform for the discussion of current issues such as orientalism, stereotyping, and gender discrimination. In this course, we will select a handful of stories to serve as a catalyst for inquiry to show how this shared narrative passed on from generation to generation, has contributed to the creation of an 'exotic' East invented by the colonial West. We will show that the Middle East, like the rest of the world, is in a state of flux and the text is not a historical account of the medieval Arab world and cannot be viewed a-historically. We will unveil all the stereotypes that have been subtly, or not so subtly, implanted in the mind of the west through an often-erroneous portrayal of the Arab world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARAB 2001 Intermediate Arabic (4 Credits)**

Continued study of Arabic language with an enhanced cultural component. Two quarter sequence. Prerequisite: ARAB 1003 or equivalent.

**ARAB 2002 Intermediate Arabic (4 Credits)**

Continued study of Arabic language with an enhanced cultural component. Two quarter sequence. Prerequisite: ARAB 2001 or equivalent.

**ARAB 2100 Conversation & Composition (4 Credits)**

This is the third quarter of the second year. Intensive practice in oral skills and grammar review. Writing, discussion and reading based on a topic or topics in Arabic language and culture. Increased attention paid to writing skills. Prerequisite: ARAB 2002, equivalent, or permission of instructor.

**ARAB 3700 Topics in Arabic (1-4 Credits)****ARAB 3701 Topics in Arabic (1-4 Credits)****ARAB 3702 Topics in Arabic (1-4 Credits)****ARAB 3703 Topics in Arabic (1-4 Credits)****ARAB 3704 Topics in Arabic (1-4 Credits)****ARAB 3991 Independent Study (1-5 Credits)**

## Chinese (CHIN)

**CHIN 1001 Elementary Chinese (4 Credits)**

An introductory course in Modern Standard Chinese (Mandarin) designed to develop students' ability to communicate in Mandarin Chinese in linguistically and culturally appropriate ways. This course adopts a task-supported and proficiency-based curriculum, so it focuses on both engaging students in the learning process through real-life tasks and helping students reach the learning outcomes. This course counts towards the Language requirement of the Common Curriculum.

**CHIN 1002 Elementary Chinese (4 Credits)**

An introductory course in Modern Standard Chinese (Mandarin) designed to develop students' ability to communicate in Mandarin Chinese in linguistically and culturally appropriate ways. This course adopts a task-supported and proficiency-based curriculum, so it focuses on both engaging students in the learning process through real-life tasks and helping students reach the learning outcomes. This is the second course in a three-quarter sequence. This course counts towards the Language requirement of the Common Curriculum. Pre requisite: CHIN 1001 or equivalent, or permission of the instructor.

**CHIN 1003 Elementary Chinese (4 Credits)**

An introductory course in Modern Standard Chinese (Mandarin) designed to develop students' ability to communicate in Mandarin Chinese in linguistically and culturally appropriate ways. This course adopts a task-supported and proficiency-based curriculum, so it focuses on both engaging students in the learning process through real-life tasks and helping students reach the learning outcomes. This is the third course in a three-quarter sequence. This course counts towards the Language requirement of the Common Curriculum. Prerequisite: CHIN 1002 or equivalent, or permission of the instructor.

**CHIN 1516 Contemporary China in Literature and Films (4 Credits)**

This course investigates, through critically examining the representative literary and filmic texts produced by Chinese as well as foreign writers and filmmakers, the many complicated aspects of some much-talked about issues. This includes the diminishing rural life and landscape, urbanization, migration/dislocation, the changing roles of women, social equality, as well as the balancing act of preserving tradition, the environment, and economic development. The in-depth examination and diverse approaches this course applies enables students to gain greater understanding of not only the challenges that contemporary China has raised, but also the complexities of the increasingly globalized world in which we are living. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 1616 Asian Ecocinema and Ecoliterature (4 Credits)**

Following decades of economic boom, continuing industrial development, and expansion of urbanization, many Asian countries, especially China and India, are now facing unprecedented environmental crises. The list of ecological woes in Asian countries include air, water, and soil pollution; flooding and drought, deforestation and desertification, epidemics of diseases, coal mine accidents, the loss of land to urban expansion, and mass migration. Asian ecoliterature and ecocinema, both in documentary and feature film form, have functioned as responses to, and critical reflection of, the urgent environmental crises, as well as broader cultural, historical, and social issues that caused environmental and ecological problems. Through critically examining the representative literary and filmic works, this course will 1) introduce students to ancient Asian concepts about Nature and critical events that have reshaped the historical course of development of the concerned countries; 2) demonstrate and explain primary themes presented in the ecocinema and literature, such as hydro-politics of air, water, forests and development; bio-ethics and green culture; eco-aesthetics and the representations of Nature; migration and urbanization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 2001 Intermediate Chinese (4 Credits)**

A three quarter sequence of courses continues to build students' basic skills and to advance them to intermediate level proficiency. Prerequisite: CHIN 1003, equivalent, or permission of instructor.

**CHIN 2002 Intermediate Chinese (4 Credits)**

A three quarter sequence of courses continues to build students' basic skills and to advance them to intermediate level proficiency. Prerequisite: CHIN 2001, equivalent, or permission of instructor.

**CHIN 2003 Intermediate Chinese (4 Credits)**

A three quarter sequence of courses continues to build students' basic skills and to advance them to intermediate level proficiency. Prerequisite: CHIN 2002, equivalent, or permission of instructor.

**CHIN 2100 Advanced Intermediate Chinese (4 Credits)**

This single-quarter course is one of the transitional courses from intermediate Chinese to advanced Chinese. The course materials, while continuing from the CHIN 2001-2002-2003 sequence, give students more opportunities to synthesize vocabulary and grammatical patterns they have learned from previous courses. The introduction of major grammatical patterns is completed by the end of this course. Prerequisite: CHIN 2003, equivalent, or permission of instructor.

**CHIN 2301 Chinese Conversation and Composition I (4 Credits)**

This single quarter course is particularly designed to develop further students' speaking and writing skills beyond intermediate level. Prerequisite: CHIN 2100, equivalent, or permission of instructor.

**CHIN 2302 Chinese Conversation and Composition II (4 Credits)**

This single quarter course is particularly designed to develop further students' speaking and writing skills beyond intermediate level. Prerequisite: CHIN 2301, equivalent, or permission of instructor.

**CHIN 2516 Literary Chinatown: Stories of Chinese in America (4 Credits)**

As the oldest diasporic enclave of Chinese in the United States, Chinatown has been both a physical and historical site where Chinese immigrants have built a community and a continually contested symbolic space represented in Chinese American literature. Literary Chinatown explores the intersection of history, geography, and literature through the myriad ways of Chinatown stories by major authors in Chinese American literature across the period from the early 20th century until the contemporary moment. The focus lies on unraveling the intricate relationship between space, place, and identity, tracing the complexities of being Chinese in America at pivotal historical junctures that shed light on the U.S. nation-building process—its rejection, accommodation, and incorporation of Chinese lives. These literary works set the stage for examining the impact of war, imperialism, (neo)colonialism, and globalization on immigration, alongside domestic issues of race, class, gender, and ethnicity. We aim to unravel the Chinese American experience as portrayed in its literary recreations of Chinatown memory, fantasy, narrative, and myth within Chinese American literature. We also brought scholarly discourse on the intersectional and comparative approaches to the study of race, culture, politics, and place in Chinese American literature. The course will entail a class walking tour of the historical Chinatown area in Denver. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 3300 Chinese Society in Transition (4 Credits)**

Through studying selected texts and focusing on topics about various aspects of Chinese society in transition, this class aims at strengthening and further developing students' overall skills, in particular, skills of reading comprehension, presenting information and one's opinions, and debating with other people. Prerequisite: CHIN 2003 plus study in China OR CHIN 2302; or permission of instructor.

**CHIN 3400 Chinese Cinema and Chinese Society (4 Credits)**

This advanced class is designed to strengthen and to develop further students' overall Chinese proficiency and in-depth understanding of the contemporary societies of greater China, including mainland China, Hong Kong and Taiwan, by means of studying the representative Chinese language films produced in these three areas. Prerequisite: CHIN 2302 or above, equivalent, or permission of instructor.

**CHIN 3650 Chinese-English Translation I (4 Credits)**

This seminar is designed for students with advanced-level proficiency in Chinese and English to learn basic translation theories and to develop fundamental skills in translating, from Chinese to English and vice versa, texts which primarily deal with general social needs and everyday communications. Prerequisite: CHIN 3300 or above, equivalent, or permission of instructor.

**CHIN 3991 Independent Study (1-5 Credits)****French (FREN)****FREN 1001 Français élémentaire (4 Credits)**

Connect with the diverse population around the world that uses French by developing practical communication skills and by learning about other cultural perspectives than your own to develop global insight and the foundations of intercultural awareness. Acquire the necessary competencies to interact in French with people from other countries, and from your own. In each unit, students will assume the role of a job applicant related to the material studied and will use their French communication skills in fun, practical, hands-on ways both in and out of class. First quarter in a three-quarter sequence. FREN 1001 is designed for students with no previous French experience. Students with more than 2 years of high school French must take the placement exam and enroll in a higher-level course.

**FREN 1002 Français élémentaire (4 Credits)**

Connect with the diverse population around the world that uses French by developing practical communication skills and by learning about other cultural perspectives than your own to develop global insight and the foundations of intercultural awareness. Acquire the necessary competencies to interact in French with people from other countries, and from your own. In each unit, students will assume the role of a job applicant related to the material studied and will use their French communication skills in fun, practical, hands-on ways both in and out of class. Second quarter in a three-quarter sequence. Prerequisite: FREN 1001 or equivalent.

**FREN 1003 Français élémentaire (4 Credits)**

Connect with the diverse population around the world that uses French by developing practical communication skills and by learning about other cultural perspectives than your own to develop global insight and the foundations of intercultural awareness. Acquire the necessary competencies to interact in French with people from other countries, and from your own. In each unit, students will assume the role of a job applicant related to the material studied and will use their French communication skills in fun, practical, hands-on ways both in and out of class. Third quarter in a three-quarter sequence. Prerequisite: FREN 1002 or equivalent.

**FREN 1988 Study Abroad Resident Credit (0-18 Credits)****FREN 2001 Français du deuxième degré (4 Credits)**

Grammatical structures, conversation and reading of cultural and literary materials. First quarter of a three quarter sequence. Prerequisite: FREN 1003 or equivalent.

**FREN 2002 Français du deuxième degré (4 Credits)**

Grammatical structures, conversation and reading of cultural and literary materials. Second quarter of a three quarter sequence. Prerequisite: FREN 2001 or equivalent.

**FREN 2003 Français du deuxième degré (4 Credits)**

Grammatical structures, conversation and reading of cultural and literary materials. Third quarter in a three quarter sequence. Prerequisite: FREN 2002 or equivalent.

**FREN 2100 Ecrire, lire et parler (4 Credits)**

Writing, discussion and reading based on a topic or topics in French and Francophone cultures. Close attention paid to paper-writing skills. Prerequisite: FREN 2003 or equivalent.

**FREN 2301 Capitalism vs. Socialism: Emile Zola (4 Credits)**

This course analyzes the complex interrelationship between the economic ideologies and practices of capitalism and socialism in the works of the nineteenth-century French novelist Émile Zola. Three novels in which these themes are a major driving force of the action will be studied. In the first, *Germinal*, the capitalist system is viewed from the outside by poor, oppressed workers who feel victimized by it. In the second novel, *Money*, the author delves into capitalism at its very heart, the Stock Exchange of Paris. He explores all its machinations but also shows the growing cracks in the system as socialist protestations make inroads at the top. The third work, *The Ladies Paradise*, proposes a possible reconciliation of capitalism and socialism, inspired in part by the writings of French socialist thinkers earlier in the century. In a new era department store, workers' rights and commercial profit are seen to be mutually beneficial. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**FREN 2302 The French Shakespeares: From Feudalism to Absolutism in 17th-Century France (4 Credits)**

This course studies the works of the three leading French playwrights of the seventeenth century: the tragedians Pierre Corneille and Jean Racine and the comic genius Molière. Each of these authors explores various forms of power play that played an important role in the society of their time. These include competitions for political dominance between the feudal aristocracy and an increasingly absolutist monarchy, between the same aristocracy and an emerging middle class, allied with the monarchy, between women and men in their conflicting assertions of rights and privileges, between traditional religion and modern secularism, between the established church and Protestants, between rival liberal and conservative factions within the established church, and between Christian Western Europe and the Muslim Ottoman Empire. Students will read and analyze two plays by each of the three dramatists. This course counts toward the fulfillment of the Analytical Inquiry- Society and Culture requirement.

**FREN 2303 Victor Hugo: Les Misérables and The Hunchback of Notre-Dame (4 Credits)**

The course deals with two famous novels by Victor Hugo: *Les Misérables* and *The Hunchback of Notre-Dame*. Though written in the nineteenth century, these works explore themes that are relevant in contemporary society, like racism, sexism, injustice, marginalization, and poverty. *Les Misérables* is the story of a man, Jean Valjean, a victim of social injustice who redeems himself to become a generous humanitarian, saving himself and everyone around him. This novel explores many social issues and calls out for reform. Discrimination against women and their mistreatment by a paternalistic system is a major theme. The inhuman exploitation of the poor, the homeless, and the marginalized is another major subject. This exploitation can lead to extreme suffering for some people and to criminal behavior for others. Hugo emphasizes the influence of the spiritual in human life. Individuals, even emperors like Napoleon, are invited in different ways to respond to divine love, but some are more able to do so than others. Hugo wrote *The Hunchback of Notre-Dame* to inspire the French public to save the famous cathedral, almost destroyed recently, from demolition back in the 1830s. He tells the story of Esmeralda, a beautiful, kindhearted, and talented young woman, who is a victim of discrimination and persecution because she is a woman and a person of color. She is loved by four men, each of whom contributes, wittingly or unwittingly, to her ultimate destruction. The cathedral itself and the Blessed Lady for whom it is named (Our Lady of Paris) are also major characters. The author shows that the same injustices, inequalities, and prejudices that he tried to combat in his own time already existed in the Middle Ages. Students will refine their critical reading and writing skills as well as substantially develop their argumentative skills. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**FREN 2400 Communication à l'écrit et à l'oral (4 Credits)**

This course features intensive practice in spoken and written French, combined with study of a topic in French and Francophone literature and culture. The course also serves as an introduction to critical analysis and appreciation of French and Francophone literary texts. Courses at the FREN 2400 through 2701 level combine introductory study of a topic in literature and/or culture with grammar review and advancement in French language skills. Prerequisite: FREN#2003 or equivalent.

**FREN 2500 Qu'est-ce que la littérature? (4 Credits)**

Introduction to critical analysis and appreciation of French and Francophone literary texts. Critical examination and questioning of the conventionally recognized literary genres of fiction, poetry, and theater. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: FREN 2400 or equivalent.

**FREN 2501 La Nature et les animaux (4 Credits)**

Nature and animals: as seen, imagined, and understood by humans. Literature has long made plants, landscapes, birds, and other animals into part of a human story. Through readings of French and Francophone literary texts, we will reflect on the various relationships that we construct with animals and nature. Works studied may include fables where animals serve to voice social values (*La Fontaine*) and poetry in which natural elements are symbolic of human concerns. But other works in this course will take a different approach: confusing or toppling the "normal" places occupied by humans and animals. Our discussions will occasionally touch on contemporary issues of environmental concern. This course may be taken in addition to other courses in the 25-series. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: FREN 2400 or its equivalent.

**FREN 2502 La France et ses autres mondes (4 Credits)**

FREN#2502 *La France et ses autres mondes* (4 Credits) This course reexamines the historical relations and power dynamics between France and its "other" worlds. How and why has France built and maintained its empire in Africa, Asia, and the Americas? How do the leaders of the Francophone world cope with the politics of hegemony put in place by the (ex)rulers? How do the former question and reject the latter in their quest for self-affirmation and nation building before, during and after independence? Our wide range of Pan-Francophone textual and filmic selection from prominent writers and filmmakers will help us answer these questions and classic and newly emerging notions of civilizing mission, Francophonie, Francosphere, postcolonialism, neocolonialism, Afropeanism and Afropolitanism. This course is conducted in French. It counts toward Analytical Inquiry: Society and Culture. Courses at the FREN 2400 through 2701 level combine introductory study of a topic in literature and/or culture with grammar review and advancement in French language skills. Prerequisite: FREN#2003 or equivalent. .

**FREN 2503 La Satire (4 Credits)**

This course is an introduction to satire in French and Francophone literature. A classical literary technique of denunciation, satire has been recently adopted and adapted in popular televised shows (*Les Guignols de l'info* in France, *Kouthia Show* in Senegal, *SNL* in the US) to recapture important sociopolitical events throughout the world. In our selection of literary texts, films, and sketches such as we will analyze why and how authors make use of satire to denounce the most prevailing problems faced by French and Francophone societies at given times of their historical trajectories. Courses at the FREN 2400 through 2701 level combine introductory study of a topic in literature and/or culture with grammar review and advancement in French language skills. Prerequisite: FREN#2003 or equivalent. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**FREN 2504 La Culture au Cinema (4 Credits)**

We will read and interpret contemporary French feature films and other related journalistic or literary texts. We will analyze the ways in which the directors/authors of such films/texts understand and represent a certain notion of "French" culture, in general, and its diverse and varied expressions, in particular. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisites: FREN 2400, 2500 or any FREN 26XX course.

**FREN 2701 Sujets spéciaux (4 Credits)**

Selected topics in French or Francophone literature and/or culture. May be repeated for credit. Prerequisite: FREN 2400 or equivalent.

**FREN 2988 Study Abroad Resident Credit (0-18 Credits)****FREN 2988S Study Abroad Resident Credit (0-18 Credits)****FREN 3110 La Grammaire à l'oeuvre (4 Credits)**

Our most advanced language course, students perfect their knowledge of French grammar in all of its intricacies. Written and oral practice.

Prerequisites: FREN 2500, FREN 2501, FREN 2503 or FREN 2701.

**FREN 3150 L'Art de la traduction: français-anglais et vice versa (4 Credits)**

In this course you will study techniques of translation from French to English and from English to French. There will be lots of practice which will allow a thorough review of French grammar. In addition, by translating texts we become more aware of the complexities of both English and French, and attuned to the working of literary or other styles of language. The course includes some study of theories of translation or commentaries on its cultural implications or its history. There will be time for reflection on the broader implications of translation such as intercultural understanding, differences, the question of what is a "faithful" translation, or the experience of living bilingually or in cultural translation. Prerequisites: FREN 2500, FREN 2501, FREN 2503 or FREN 2701.

**FREN 3501 L'Afrique aux Antilles (4 Credits)**

FREN#3501 L'Afrique aux Antilles (4 Credits) This seminar examines the literary and political enterprises undertaken by Francophone Caribbean novelists, essayists, filmmakers, and artists in re-rooting/routing Africa in the Caribbean. We will particularly focus on how and why the Afro-Caribbean tradition is captured in the distinctive movements of Negritude, Antillanité and Créolité. We will use the latter as standpoints from which to examine the affective, historical, and political implications of Africa in the social lives of Caribbean people. We will also discuss the visions and stances of these writers and theorists on the Black Experience and the correlations that exist between the historical and the fictional in essays as well as novels and films. The seminar is conducted in French and emphasizes discussion, writing and critical thinking. Courses at the FREN 3150 through 3701 level combine a seminar approach to a topic in literature and/or culture with advanced language study, including translation, grammar, or other exercises. Prerequisite: 8 credits of courses numbered 2400-2701 or their equivalent.

**FREN 3504 Identité et Altérité (4 Credits)**

This course offers an examination of the complex notions of Self and Other in contemporary texts in French and Francophone Studies at a crucial time when the political debate on national identity reemerges in the West in general and in France in particular. Two fundamental questions have been at the center of the national debate in France: "Pour vous, qu'est-ce qu'être français aujourd'hui?" [For you, what does it mean to be French today?] and "Quel est l'apport de l'immigration à l'identité nationale?" [What is the contribution of immigration to national identity?]. These "controversial" questions subtly divide France into La France française [French France] and La France étrangère [foreign France]. Our textual and filmic selection features writers and filmmakers from France and the Francophone world who address these aforementioned issues by analyzing the power dynamics between the Self and the Other, the Français/es de souche [People of French descent] and the Immigré/es français/es [French Immigrants].

**FREN 3505 Masques du moi (4 Credits)**

Qui suis-je??? The question of self, identity, and discovering "who I am" has preoccupied many writers, filmmakers, or other artists. Identity, or one's sense of self, can be shaped by families, personal experiences, or social and historical forces. Writers might recount the "true" facts of their lived experience or mix in some fictions as they fashion a story of the self. This course will explore the diverse ways that autobiography and others ways of "writing the self" represent the relation of self, world and word. Examples will come from French and Francophone contexts. The class is conducted all in French and emphasizes discussion, writing, and critical thinking. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: Two courses in the 25XX series or their equivalent.

**FREN 3507 Auteurs classiques (4 Credits)**

A comprehensive and analytical study of women authors of France from the Middle Ages to 2000. Courses at the FREN 3150 through 3701 level combine a seminar approach to a topic in literature and/or culture with advanced language study, including translation, grammar, or other exercises. Prerequisites: 8 credits of courses numbered 2400-2701 or their equivalent.

**FREN 3701 Séminaire (4 Credits)**

Selected authors, literary movements and genres in French-speaking world. May be repeated for credit. Prerequisite: FREN 2500.

**FREN 3980 Internship (1-4 Credits)****FREN 3988 Study Abroad Resident Credit (0-18 Credits)****FREN 3991 Independent Study (1-4 Credits)****FREN 3998 Undergraduate Honors Thesis (1-4 Credits)**

## German (GERM)

**GERM 1001 Elementary German (4 Credits)**

Basic speech patterns, grammar and syntax; emphasis on oral skills; introduction to German culture. First quarter of three quarter sequence.

**GERM 1002 Elementary German (4 Credits)**

Basic speech patterns, grammar and syntax; emphasis on oral skills; introduction to German culture. Second quarter of three quarter sequence. Prerequisite: GERM 1001 or equivalent.

**GERM 1003 Elementary German (4 Credits)**

Basic speech patterns, grammar and syntax; emphasis on oral skills; introduction to German culture. Third quarter of three quarter sequence. Prerequisite: GERM 1002 or equivalent.



**GERM 1022 German Cinema: An Introduction to German Culture, History, and Politics through Film (4 Credits)**

This course is taught in English. It is an invitation to German film-making since the end of the First World War. In this class we will explore 20th-century German identity, culture, history, and politics through film analysis and readings. Studying the most famous and influential films in the history of German cinema, we will explore numerous topics (including “The Golden Twenties”, national-socialistic propaganda, post-WWII German nation states, terrorism, reunification, multiculturalism, education and youth, the arts, gender, and class) and investigate how a popular culture medium like film can capture the political, social, and economic atmosphere in society at different times in German history. This course fulfills the Analytical Inquiry-Society and Culture requirement.

**GERM 1416 German Civilization: History, Politics, and Culture (4 Credits)**

This course is an introduction to intellectual and cultural currents in German civilization from the Enlightenment to the present, emphasizing the arts in the context of history and philosophy from the late 18th century to around the mid-20th century. Readings include excerpts from such thinkers as Kant, Fichte, Marx, Nietzsche, Weber, as well as poetry and short fictional works by Heine, Jünger, Remarque, Borchert, and others. The readings are supplemented by films that students are expected to have watched at the beginning of each week. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GERM 1417 Recasting German Identity: Germany since the End of the Cold War (4 Credits)**

Recasting German Identity: Germany since the end of the Cold War examines how Germany, a once divided nation in the heart of Europe held responsible for two World Wars, has wrestled to overcome forty years of division between a capitalist West- and communist East Germany. Our class will examine both the pains and gains of 30+ years of unity in the ‘Berlin Republic’. We will analyze the so-called “normalization” of Germany’s contemporary internal and international affairs. At the center of our class are various political, historical, but mostly cultural developments (& intellectual debates) that have reshaped German identity in profound ways given the country’s exceptionally violent 20th century history. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GERM 1988 Study Abroad Resident Credit (0-18 Credits)****GERM 2001 Intermediate German (4 Credits)**

Continuation of German 1003. Taught in German. In this course, you will strengthen your communicative skills, intercultural competencies, and knowledge of German-speaking cultural history. Discussing a variety of shorter texts and visual arts, you will learn more advanced grammatical structures, expand our lexical repertoire, practice intercultural comparison, and develop an appreciation for diversity. Prerequisites: GERM 1003 or placement exam.

**GERM 2002 Intermediate German (4 Credits)**

Continuation of German 2001. Taught in German. In this course, you will strengthen your communicative skills, intercultural competencies, and knowledge of German-speaking cultural history. Discussing a variety of shorter texts and visual arts, you will learn more advanced grammatical structures, expand our lexical repertoire, practice intercultural comparison, and develop an appreciation for diversity. Prerequisites: GERM 2001 or placement exam.

**GERM 2005 Reading and Conversation (4 Credits)**

Continuation of German 2002. Taught in German. This class introduces you to more complex cultural topics, materials, and communicative settings. Reading a variety of texts, you will expand your vocabulary and gain a deeper understanding of German grammar, syntax, and inclusive language. You will also practice various oral communication tasks and scenarios, increasing your confidence and ability to communicate effectively with different audiences. This course prepares you for cultural discussion and literary analysis in our lower-level, content-based seminars. Prerequisites: GERM 2002 or placement exam.

**GERM 2100 Conversation and Composition (4 Credits)**

Taught in German. In this course, you will refine your writing and speaking skills through a variety of fun speaking and writing prompts. You will discuss sociopolitical, historical, and cultural topics, enhancing your critical and analytical thinking skills, intercultural competence, and appreciation for diversity. This course will help you communicate more freely, accurately, and creatively and produce detailed texts on a wide range of subjects. Prerequisites: GERM 2005 or placement exam.

**GERM 2350 German-Speaking Film and Media (4 Credits)**

Taught in German. This course explores the German-speaking media landscape. Engaging with film and media theory, we will examine the multi-faceted role of media in society and discuss how people choose, consume, and are consumed by media at various times in history and in different political systems. We will analyze selected cultural topics and their representation in German-speaking media (television, news media, digital media, film, etc.) and draw comparisons to their media coverage in other cultures. This course also introduces you to the history of German-speaking cinema, discussing movies from the beginnings of film to the present. Prerequisites: GERM 2005 or placement exam.

**GERM 2701 Topics in Literature & Culture (4 Credits)**

Taught in German. This course explores authors, topics and/or movements in the German-speaking world. Topics vary. Repeatable if topic differs. Prerequisites: GERM 2005 or placement exam.

**GERM 2800 Advanced German Grammar and Composition (4 Credits)**

Taught in German. This course offers an in-depth grammar review. We will practice advanced grammatical structures and inclusive language through quizzes, writing assignments, cultural projects, and presentations. This course will help you advance all four skills (reading, writing, listening, speaking), developing a high level of grammatical accuracy and complexity. Prerequisites: GERM 2005 or placement exam.



**GERM 2900 Comedy, Humor, Satire In German-Speaking Cultures (4 Credits)**

In this course, we will analyze comedy, humor and satire as tools to expose political issues or social injustices and to raise existential, religious, and philosophical questions. We will examine various German, Austrian, and Swiss works (drama, poetry, prose, films, cartoons, paintings, theoretical and autobiographical texts), discussing topics such as ethno-comedy, Jewish humor, satire in the visual arts, famous German-speaking humorists and comedians, escapist humor in the GDR, theories of humor and laughter.

**GERM 2910 Contemporary Trends and Tensions in the German-Speaking World (4 Credits)**

This course focuses on sociopolitical, economic, and cultural trends and tensions in contemporary German-speaking societies. Critically analyzing various authentic materials (newspaper articles, literary texts, caricatures, art, talk shows, documentaries, films), we will deepen our cultural knowledge and draw comparisons to other cultures. Topics include gender identities, religions, multiculturalism, poverty, sports, climate, economic trade, health, regional traditions, and topics that students suggest.

**GERM 2920 (Multi)Cultural Identities and Values in the German-Speaking World (4 Credits)**

Social roles and groups shape and/or are defined by shared cultural knowledge and history. This course explores historical and contemporary (constructions of) social identities in German-speaking societies. We will analyze the depiction of various social identities in literary, political and theoretical texts, films and other visual media, art and music and relate them to societal norms, expectations, and power hierarchies at the time. Topics include East and West German identities, youth cultures, multiculturalism, race, gender roles and identities, class, education, and topics that students suggest.

**GERM 2988 Study Abroad Resident Credit (0-18 Credits)****GERM 3050 Advanced Conversation and Composition (4 Credits)**

This course focuses on fluency, accuracy, and inclusive language in oral and written communication. Completing numerous writing and speaking projects, you will enhance your language confidence, intercultural competence, and appreciation for diversity. We will discuss complex cultural topics in various communicative settings and experiment with different writing styles, genres, and registers. This course will prepare you for cultural discussion and literary analysis in our upper-level seminars.

**GERM 3325 Die Weimarer Republik: German Culture & Society 1918-1933 (4 Credits)**

This course analyzes how violence, economic and political volatility, technology, and changing moral codes affected German society and culture (literature, visual arts, film and music) from the onset of the First World War to the rise of Nazism. Germany's first experiment in democracy, the Weimar Republic, can be viewed both as a prelude to Fascism (and therefore a failure) and as a period of radical socio-cultural change, experimentation, and even progress. This course is taught primarily in German, but occasionally we discuss particular texts in English. Prerequisite: GERM 2003 or equivalent.

**GERM 3425 Nachkriegsdeutschland: German Culture & Society 1945-1990 (4 Credits)**

This course introduces the student to crucial aspects of the immediate postwar years: Germany's 'Stunde Null'; denazification & reeducation; occupation; 'Americanization' of Germany; 'Berliner Blockade'; the divided memory in East and West Germany; democracy in Germany; the Cold War and 'Berliner Mauer'. Via film, literature, and historical studies we explore how both Germanies (East and West) dealt with the legacy of World War II and the Holocaust. During the first third of the course we have a close look at the concerns of the immediate postwar years 1945-49. Most Germans considered these years of occupation, hunger, homelessness, and despair in a vastly destroyed homeland as much worse than the war that preceded them. Then we investigate critiques of the so-called 'normalization' of Germany's internal and external affairs between the founding of two separate German states and the ensuing 'economic miracle' in West Germany (1949-61). Finally, we trace the development of this 'divided nation' until collapse and reunification in 1989/90. Prerequisite: GERM 2100 or equivalent, or another 2000-level GERM class beyond 2003.

**GERM 3701 Topics Literature & Culture (1-4 Credits)**

Taught in German. This course explores authors, topics, and/or movements in the German-speaking world. Topics vary. Repeatable if topic differs. Prerequisites: GERM 2005 or placement exam.

**GERM 3910 Nature, Environmentalism and Sustainability in German-Speaking Cultures (4 Credits)**

This course critically analyzes the reputation and self-perception of German-speaking countries as 'green leaders' and models of engaged (local and global) citizenship. We will explore interrelations between three central manifestations of environmental awareness in German-speaking cultures: the long aesthetic tradition of depicting nature (as idyllic refuge, agent, inspiration, scientific object, or powerful threat) in literature, art and film, the history of green politics and contemporary environmental debates, practices and protests. Furthermore, we will search for bridges between the Sciences and the Humanities and compare Western interpretations of the non-human world with non-Western epistemologies, such as Traditional Ecological Knowledge.

**GERM 3920 Border Crossings: Exile, Migration, Travel (4 Credits)**

This course explores the importance of border crossings in contemporary and historical German-speaking cultures. Using a variety of cultural materials (images, music, film, political, theoretical and literary texts, travelogues, autobiographies), we will discuss the various reasons, challenges, and opportunities for border-crossers at various times in history and analyze how exile, travel, and migration experiences changed individual and cultural perceptions of Self and 'Other'. Furthermore, we will examine the impact that German-speaking border-crossers had on the lives, cultures, and lands of native populations. Topics include diasporic and national belonging, asylum, acculturation, integration, settler colonialism, Indianthusiasm, work migration, gender, race, construction of 'Otherness'.

**GERM 3930 Rebels and Revolutionaries in the German-Speaking World (4 Credits)**

The right to protest is essential in a democracy; protest is a form of political participation that can be a catalyst for social change. This course explores historical and contemporary protest movements in German-speaking cultures. We will analyze diverse cultural materials (political, theoretical, literary and autobiographical texts, movies and documentaries, paintings, songs) to discuss various revolutionary movements and their motivations, ideologies, goals and impact on German-speaking societies at different times in history. Topics include workers' movements, colonialism, resistance during dictatorships, terrorism, student protests, civil disobedience, climate activism.

**GERM 3940 Health, (Dis-)Ability and Well-Being in German-Speaking Cultures (4 Credits)**

In this course, we will analyze health, (dis-)ability, and well-being as key concepts in cultural identity constructions, not only for the imagination of the nation as a 'fit body' (body politic), but also for the definition and exclusion of presumed disposable, disabled/disabling, and worthless 'Others'. Analyzing various cultural materials, we will discuss the central role that health discourses played in the past (in European colonial ambition, in the establishment of democracies, in Nazi ideology and in socialist propaganda). We will also examine health(care) discussions in contemporary German-speaking cultures, focusing on topics such as healthcare systems, integration, women's health, refugees, climate, and other current topics that students suggest. Finally, we will compare Western understanding of health with other, non-Western epistemologies, such as Indigenous definitions of well-being.

**GERM 3950 Religion, Spirituality and Social Justice (4 Credits)**

Religion is a central cultural practice. As a unified system of beliefs and practices, religion influences individual, communal and national perceptions, values, behaviors and concepts of belonging. This course explores the histories of various religions in the German-speaking world: Christianity (Catholicism, Protestantism), Judaism, Islam and Buddhism. Analyzing political, theoretical, literary, autobiographical texts and visual arts, we will discuss topics such as migration and integration, holidays and practices, persecution and resistance, church and state, violence and war, science and ideology, spirituality and social justice, missions and colonialism.

**GERM 3988 Study Abroad Resident Credit (0-18 Credits)****GERM 3991 Independent Study (1-5 Credits)****GERM 3997 Internship in German (1-4 Credits)****GERM 3998 Distinction in German (1-5 Credits)**

## Italian (ITAL)

**ITAL 1001 Elementary Italian (4 Credits)**

Build practical communication skills to interact with speakers of Italian and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Explore and reflect on Italian cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Italian sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Italian context, operating at the novice high to intermediate low proficiency level. Italian 1001 is designed for students with no prior knowledge of Italian. Students with experience with the Italian language should complete the placement test to determine the appropriate course level for their background.

**ITAL 1002 Elementary Italian (4 Credits)**

Build practical communication skills to interact with speakers of Italian and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Explore and reflect on Italian cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Italian sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Italian context, operating at the novice high to intermediate low proficiency level. Prerequisite: ITAL 1001 or equivalent.

**ITAL 1003 Elementary Italian (4 Credits)**

Build practical communication skills to interact with speakers of Italian and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Explore and reflect on Italian cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Italian sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Italian context, operating at the novice high to intermediate low proficiency level. Prerequisite: ITAL 1002 or equivalent.

**ITAL 1988 Study Abroad Resident Credit (0-18 Credits)****ITAL 2001 Intermediate Italian (4 Credits)**

Intermediate Italian is a 2-part intermediate communicative sequence in Italian. It is designed for students who have completed Italian 1003 or the equivalent. The aim of the course is further to develop listening, reading, writing and speaking skills through communicative in-class activities and at-home assignments. The sequence presents new grammatical and vocabulary functions as well as review patterns already presented in the elementary sequence. Intermediate Italian also includes the study of contemporary cultural and literary readings that will serve as the basis both for at-home work and in-class discussion. Prerequisite: ITAL 1003 or equivalent.

**ITAL 2002 Intermediate Italian (4 Credits)**

Intermediate Italian is a 2-part intermediate communicative sequence in Italian. It is designed for students who have completed Italian 1003 or the equivalent. The aim of the course is further to develop listening, reading, writing and speaking skills through communicative in-class activities and at-home assignments. The sequence presents new grammatical and vocabulary functions as well as review patterns already presented in the elementary sequence. Intermediate Italian also includes the study of contemporary cultural and literary readings that will serve as the basis both for at-home work and in-class discussion. Prerequisite: ITAL 2001 or equivalent.

**ITAL 2005 Reading and Conversation (4 Credits)**

In Reading and Conversation, students learn the ease of expression in Italian through the intermediate-level reading of cultural and literary materials and through the study of vocabulary. Readings and contemporary issues are discussed in class. Prerequisite: ITAL 2002 or equivalent.

**ITAL 2201 Italy: Modern History, Culture (4 Credits)**

This course provides a historical and cultural approach to modern Italy. Students refine their critical thinking skills as well as substantially develop their argumentative skills. This course centers on selected authors, literary movements, genres and historical and contemporary cultural phenomena in Italy. Topics may include film, TV, poetry, short stories, fascism and the resistance movement, Italian women, etc. Each week a new decade is discussed in a historical context and supplemented with cultural artifacts that are either centered on the decade in question or produced during the period. This course is taught in English. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ITAL 2355 Images of Rome in Literature & Film (4 Credits)**

The city of Rome has been a major protagonist on the stage of history for several millennia. In 2,500 years of existence, Rome has seen more of the world's history unfold at its doorsteps than any other capital in the western world. It has been the site of the building and the expansion of a vast and powerful Empire, the center of a major world religion, and a magnet for the arts throughout the centuries. This course focuses on late 19th- and 20th-Century Rome from the point of view of selected works of Italian literature (poetry, short stories, and novels or selections from novels) and films in which the city of Rome plays a prominent role. Students demonstrate the ability to identify, interpret, and analyze the connections between the texts and films. This course is taught in English. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ITAL 2500 Introduction to Italian Literature (4 Credits)**

Introduction and overview of Italian literature from 13th century to present; works representing major authors, periods, themes and forms. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 2750 Italian Jewish Literature and Cinema (4 Credits)**

This course is cross-listed with JUST 2750 and offers an overview of Italian Jewish literature and cinema from the Middle Ages to the present. Students will read and discuss prose and poetry, essays and articles, as well as watch and discuss films that address issues such as religious and cultural identity, the right to difference, anti-Semitism and the Shoah. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Jewish Italian writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ITAL 2988 Study Abroad Resident Credit (0-18 Credits)****ITAL 3010 Advanced Conversation and Composition (4 Credits)**

This course continues to refine students' oral and written skills while enhancing their cultural awareness. Concepts, such as contemporary Italian politics, economy, and gastronomy, are introduced through authentic texts. Specific emphasis is placed on written skills—providing students with the necessary writing skills for continued study in Italian. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 3701 Topics in Italian Studies (4 Credits)**

Selected authors, literary movements, genres, and historical and contemporary cultural phenomena in Italy. Recent topics have included Nord-Sud: Viaggi in Italia, Italian City in Literature and Film, Italian Contemporary Novel, Identità a tavola, Teatro del '700, Il fantastico, Love and War in the Renaissance, Performance of Italian Theatre, Boccaccio e la novella, Poeti del romanticismo, Dante. May be repeated for credit. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 3702 Topics in Italian Studies (1-4 Credits)**

Selected authors, literary movements, genres, and historical and contemporary cultural phenomena in Italy. Recent topics have included Nord-Sud: Viaggi in Italia, Italian City in Literature and Film, Italian Contemporary Novel, Identità a tavola, Teatro del '700, Il fantastico, Love and War in the Renaissance, Performance of Italian Theatre, Boccaccio e la novella, Poeti del romanticismo, Dante. May be repeated for credit. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 3703 Topics in Italian Studies (1-4 Credits)**

Selected authors, literary movements, genres, and historical and contemporary cultural phenomena in Italy. Recent topics have included Nord-Sud: Viaggi in Italia, Italian City in Literature and Film, Italian Contemporary Novel, Identità a tavola, Teatro del '700, Il fantastico, Love and War in the Renaissance, Performance of Italian Theatre, Boccaccio e la novella, Poeti del romanticismo, Dante. May be repeated for credit. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 3988 Study Abroad Resident Credit (0-18 Credits)****ITAL 3991 Independent Study (1-5 Credits)****ITAL 3995 Independent Research (1-10 Credits)****ITAL 3998 Undergraduate Honors Thesis (1-5 Credits)**

This course will guide students who are majoring in Italian in the selection of a topic for their honors thesis, research materials, and individual meetings with the professor(s) directing the thesis.

## Japanese (JAPN)

**JAPN 1001 Elementary Japanese (4 Credits)**

The Elementary Japanese sequence helps students develop communicative competence in basic spoken and written Japanese and explore Japanese cultural practices and perspectives to enrich cultural competence and reflect on their own. First quarter of a three-quarter sequence. Japanese 1001 is designed for students with no prior knowledge of Japanese. Students who have experience with the Japanese language should complete the placement test to determine the appropriate course level for their background.

**JAPN 1002 Elementary Japanese (4 Credits)**

The Elementary Japanese sequence helps students develop communicative competence in basic spoken and written Japanese and explore Japanese cultural practices and perspectives to enrich cultural competence and reflect on their own. Second quarter of a three-quarter sequence. Prerequisite: JAPN 1001 or equivalent.

**JAPN 1003 Elementary Japanese (4 Credits)**

The Elementary Japanese sequence helps students develop communicative competence in basic spoken and written Japanese and explore Japanese cultural practices and perspectives to enrich cultural competence and reflect on their own. Third quarter of a three-quarter sequence. Prerequisite: JAPN 1002 or equivalent.

**JAPN 1005 Japanese for the Real World (4 Credits)**

This fun and challenging intermediate-level, task-based language course develops Japanese language & cultural competency for students preparing to study abroad in Japan or travel to Japan independently. In this course students synthesize and build on their reading, writing, speaking, listening and cultural skills prior to departure in order to maximize their study/travel abroad experience. The task-based curriculum will help students improve their communicative skills in the Japanese language through authentic materials and concrete, task-based language learning. Students also deepen their knowledge about Japanese culture and have online and face-to-face discussions when possible with Japanese native speakers to enhance their cultural competence. Prerequisite: JAPN 1003 or instructor permission.

**JAPN 1216 Popular Culture of Japan (4 Credits)**

In this course we examine and analyze the emergence of particular forms of mass-produced culture, or culture for mass consumption, in Japan from the early modern period to the present. Using a variety of cultural materials enjoyed from the early modern period (1600-1868,) during which Japanese society underwent extensive urbanization, secularization, and cultural commodification, through to the present, the course focuses on overarching themes: media and information technology (woodblock printing, newspapers, and the internet); entertainment and gender (the all-male kabuki theatre and all-female Takarazuka revue); commodified romance; fiction (illustrated fiction, manga, and novels); anime and television fandom; healer-bots and cyborgs. No knowledge of Japanese required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 1416 Postwar Japan: Changing Perspectives in Literature and Culture (4 Credits)**

This course explores a range of Japanese cultural perspectives from the end of the Second World War to the present. The main focus is on the analysis and interpretation of Japanese literary texts, but during the course students also examine film, visual art, and other cultural products within a historical framework, to lead to a deeper understanding of the influences and events that have shaped both contemporary Japan and the wider world. Prerequisites: JAPN 1001.

**JAPN 1616 Samurai and Merchants: Cultures of Tokugawa Japan (4 Credits)**

Introduction to the cultures of Tokugawa, Japan, focusing on the tension between the samurai and merchant classes, the images they construct of self and other, and the morals and mores of their respective worlds. As well as examining Tokugawa fiction, drama, and other cultural artifacts, this course also considers later representation of the period and of its people in twenty- and twenty-first-century text, cinema, and television to understand the importance of contemporary influences on historical representation. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 1988 Study Abroad Resident Credit (0-18 Credits)****JAPN 2001 Intermediate Japanese (4 Credits)**

Continuing study of complex grammatical structures, vocabulary expansion and reading skills. First quarter of three quarter sequence. Prerequisite: JAPN 1003 or equivalent.

**JAPN 2002 Intermediate Japanese (4 Credits)**

Continuing study of complex grammatical structures, vocabulary expansion and reading skills. Second quarter of three quarter sequence. Prerequisite: JAPN 2001 or equivalent.

**JAPN 2003 Intermediate Japanese (4 Credits)**

Continuing study of complex grammatical structures, vocabulary expansion and reading skills. Third quarter of three quarter sequence. Prerequisite: JAPN 2002 or equivalent.

**JAPN 2101 Conversation and Composition I (4 Credits)**

Intensive practice in oral skills, grammar review, reading and writing. Prerequisite: JAPN 2003 and JAPN 1416.

**JAPN 2102 Conversation & Composition II (4 Credits)**

Intermediate training in speaking, reading and writing. Prerequisite: JAPN 2101 or equivalent and JAPN 1416.

**JAPN 2103 Conversation & Composition III (4 Credits)**

Advanced-intermediate training in speaking, reading and writing. Prerequisite: JAPN 2102 or equivalent and JAPN 1416.

**JAPN 2400 Hey, Girl, Hey: Japanese Girlhood from the Moga to Shōjo (4 Credits)**

This course explores the figure of Japanese girlhood from the Moga "modern girl" of the early twentieth century to the contemporary figure of the shōjo. Japanese cultural production has had a significant impact on East Asian girl's media in the pre-war period and again in the post-war to contemporary period. The course will explore the "modern girl" in all her iterations, from European modernism to East Asia, Africa, and the Americas, especially in the contexts of colonialism and nationalism. The course also considers the roles of girls and women in the formation of the modern state(s) and contemporary societies across East Asia, and juxtapose those roles to how girls and women are depicted in fiction and media. Students will trace the transition from the comparative modernisms legible in the figure of the moga to the transnationally circulated figure of the shōjo.

**JAPN 2500 Cultures of the Floating World (4 Credits)**

During the Edo period (1600-1868), the literature and visual culture of Japan flourished after centuries of devastating warfare. The floating world of kabuki theaters, woodblock print culture, and the pleasure quarters arrested the imagination of the populace and attracted the unwanted attention of governmental authorities. Over the course of the Edo period, the shogunal government expelled Christians from Japan, the city of Edo became the largest in the world, and woodblock print culture spread throughout the Japanese archipelago. Through reading various genres of literary and cultural production, students will explore how society shapes culture and culture shapes societies. Topics include: premodern literary representations of love and eros, the emergence of the "floating world print" (ukiyo-e), Christians as Others, representing landscapes and the past in haikai poetry and prose, early modern comic books, and vendetta stories. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 2700 Classical Japanese Women Writers: The Poets, Priestesses & Princesses in their Literary Golden Age (4 Credits)**

The course explores the extraordinary female-centered belles-lettres of classical Japanese literature, including a myth-history detailing the origins of Japan, the development of the rich poetic tradition, female diaries, zuihitsu and personal essays, the classic Tale of Genji, and literature of religious hermetic and travel diaries. The course will critically consider how women writers were able to flourish in this period and interpret their literary output through a consideration of the cultural and historical context for the texts. This course will also deploy principles of literary analysis and interpretation.

**JAPN 2988 Study Abroad Resident Credit (0-18 Credits)****JAPN 3050 Language and Culture of Japan (4 Credits)****JAPN 3701 Topics in Japanese Culture (4 Credits)**

Selected topics in Japanese culture. Texts and films in both Japanese and English, with a focus on modern and contemporary Japanese culture. May be repeated for credit. Prerequisite: JAPN 3100 or equivalent.

**JAPN 3800 Robots and Posthumanism in Japanese Visual Culture (4 Credits)**

Automata and robots lumber, glide, rampage and ambulate their way through Japanese visual culture. Robots, cyborgs and other posthuman bodies and subjectivities have offered visions of new future worlds and have critiqued past and present social conditions. In this course, students will investigate representations of robots and posthumans in Japanese visual culture of the 20th and 21st centuries. Completion of JAPN 2003 or equivalent required.

**JAPN 3810 Sexuality and Gender in Japanese Culture (4 Credits)**

Sexuality and Gender in Japanese Culture is designed for students who have completed JAPN 2001-2003 or the equivalent. In this class, we will focus on developing reading, discussion, speaking, and critical thinking skills centered around representations of gender and sexuality in Japanese culture. Students will read texts by poets, critics, manga artists, and bloggers. In doing so, students will not only expand their critical vocabulary in Japanese, but also critically contend with representations of gender and sexuality in the Japanese context. Prerequisite: JAPN 2003 or equivalent.

**JAPN 3820 Frogs in a Pond: Japanese Translation Theory and Practice (4 Credits)**

This course takes a multi-pronged approach to literature and translation, considering aspects of translation theory, methodology, and practice; literature in translation; and the function of translation in global dynamics of canon, colonization, power, and literary stylistics. With a language like Japanese, which shares no linguistic roots with European languages, questions of translation are magnified and problematized by linguistic difference, histories of Orientalism and colonization, and fundamentally different literary aesthetics, especially in literatures of premodern Japan and early modern Europe. Questions this course considers include: with what modes of translation practice might we approach Japanese literature? How has the translation of European literature into Japanese impacted Japanese literary aesthetics and vice versa? How might we more equitably represent Japanese literature to a global Anglo audience? By what processes does the business of translation occur and how do those processes impact the actual production of literary canon and study? This class requires Japanese language ability of intermediate and higher. Prerequisites: JAPN 1416 and JAPN 2003 or equivalent required.



**JAPN 3988 Study Abroad Resident Credit (0-18 Credits)**

**JAPN 3991 Independent Study (1-5 Credits)**

**JAPN 3995 Independent Research (1-10 Credits)**

## **Language, Literature and Culture (CLTR)**

**CLTR 2100 Introduction to Literary and Cultural Studies (4 Credits)**

This course is an introduction to the comparative study of literature and culture across the boundaries of language, genre, nation, artistic medium, historical period, and socio-political context. It focuses both on the methods of literary theory and on the practical applications of critical tools to literary and cultural analysis. Texts and topics reflect LL&C's curricular strengths and include critical theory, film, literature & the other arts, World Literature, European languages and literatures, and translation. Prerequisite is the completion of 1003 or higher in any language taught at DU.

Readings in English with a reflective module conducted in the target language. This course provides a critical foundation that supports students' continued language-specific curricula in the Department of Languages, Literatures & Cultures. Students will work on developing reflective, interpretive and analytical competencies, in order to apply these competencies in future courses.

**CLTR 2200 Journeys in World Literature (4 Credits)**

How does literature take readers on voyages around the world and how does it lead us on quests to self-discovery and self-cultivation? Structured around the theme of "journeys," this course explores the literature and culture of multiple geographic and linguistic regions. Students will become acquainted with important contexts and critical tools to understand a variety of journeys across cultures and time. We will examine journeys both literally and figuratively and may focus on a selection of the following: epic quests, travel literature, immigration narratives, as well as the Bildungsroman, auto-biography, self-writing, and others. Students will also be introduced to the field of digital humanities. This course provides hands-on training for utilizing Stanford University's web-based platform, Palladio (<https://hdlab.stanford.edu/palladio/>). Palladio is an innovative, free research tool used to visualize complex multi-dimensional data. Students will discover and gather data while researching journeys and acquire the skills necessary to create visualizations of this research, further preparing them for DH research in the 21st century. This course provides a critical foundation that supports students' continued language-specific curricula in the Department of Languages, Literatures & Cultures. Students will work on developing reflective, interpretive and analytical competencies, in order to apply these competencies in future courses.

## **Russian (RUSS)**

**RUSS 1001 Elementary Russian (4 Credits)**

The elementary Russian sequence provides a comprehensive introduction to Russian language and culture, while ensuring a solid command of fundamental grammatical structures. By the completion of this course, all students are expected to acquire a proficiency level of "Novice High" or better in listening, speaking, reading, and writing. In addition, the course offers students meaningful opportunities to analyze and explore common beliefs, attitudes, and behavioral patterns of Russian-speaking people in a global comparative context. As a result, students will develop the capacity to identify their own cultural patterns, compare and contrast with others, and adapt empathetically to unfamiliar ways of being. Russian 1001 is designed for students with no prior knowledge of Russian. Students who have experience with the Russian language should complete the placement test to determine the appropriate course level for their background.

**RUSS 1002 Elementary Russian (4 Credits)**

The elementary Russian sequence provides a comprehensive introduction to Russian language and culture, while ensuring a solid command of fundamental grammatical structures. By the completion of this course, all students are expected to acquire a proficiency level of "Novice High" or better in listening, speaking, reading, and writing. In addition, the course offers students meaningful opportunities to analyze and explore common beliefs, attitudes, and behavioral patterns of Russian-speaking people in a global comparative context. As a result, students will develop the capacity to identify their own cultural patterns, compare and contrast with others, and adapt empathetically to unfamiliar ways of being. Prerequisite: RUSS 1001 or permission of instructor.

**RUSS 1003 Elementary Russian (4 Credits)**

The elementary Russian sequence provides a comprehensive introduction to Russian language and culture, while ensuring a solid command of fundamental grammatical structures. By the completion of this course, all students are expected to acquire a proficiency level of "Novice High" or better in listening, speaking, reading, and writing. In addition, the course offers students meaningful opportunities to analyze and explore common beliefs, attitudes, and behavioral patterns of Russian-speaking people in a global comparative context. As a result, students will develop the capacity to identify their own cultural patterns, compare and contrast with others, and adapt empathetically to unfamiliar ways of being. Prerequisite: RUSS 1002 or permission of instructor.

**RUSS 1416 Introduction to Russian Culture: The Wondrous and the Supernatural (4 Credits)**

How do we explain the enchanting and mysterious world of Russian Culture? How have Russians imagined their world and themselves? To answer these questions, we will examine the various manifestations of the wondrous and the supernatural in Russian art. We will begin by reading Russian fairy tales to learn about the people's folk beliefs and their Eastern Orthodox faith. We will then trace the Russian fantastic tradition by studying the works of nineteenth- and twentieth-century writers who wrestled to explain the marvelous and the demonic myths at the foundation of Russian culture. We will focus our attention on Russia's cultural capitals St. Petersburg and Moscow and discuss how supernatural themes reflected social and historical realities. Authors may include Pushkin, Gogol, Dostoevsky, Bely, and Bulgakov. No knowledge of Russian is necessary; all class discussions, readings, and writing are in English. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**RUSS 1613 Introduction to Russian Culture and Civilization (4 Credits)**

This course surveys Russia's cultural past and present—from the beginnings of the Russian state over a thousand years ago through the Soviet Union and, after its disintegration in 1991, to the Russian Federation. The course surveys the various attitudes of Russian thinkers and authors towards the question of national identity and national destiny. Examples of Russian high culture (literature, art, music, ballet, film) and Russian religious faith (Orthodoxy) are discussed alongside daily life and folkloric beliefs. By working across disciplines, students will discover the fascinating cultural interconnectedness of Russian politics, art, faith, and national identity. Knowledge of Russian language and history is not required. The course format consists of lectures, slides, video and audio presentations, as well as whole-class and small-group discussions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 1860 The Russian Short Story (4 Credits)**

This course will introduce students to Russian literature through some of its shorter “masterpieces” of fiction. Students will explore the lives and ideas of some of Russia's greatest writers, the literary movements of which they were a part, and the broader cultural and historical periods in which they wrote. Students will read and analyze works from the end of the 18th century to the Post-Soviet era, including stories by Pushkin, Gogol, Chekhov, and others. All course materials in English translation. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**RUSS 1922 The Soviet Experiment in Literature and Film (4 Credits)**

Architects of the Soviet experiment claimed to create a radically new type of society and person, superior to all that came before. What were the defining features and founding myths of the Soviet identity, as propagandized by the government? How did this imagined identity clash with realities of life in the USSR? What cultural figures opposed the official discourse, and what artistic modes of resistance did they develop? To explore these questions, we read fiction and poetry by authors central to defining and contesting the Soviet experiment, including Maiakovski, Gladkov, Ginzburg, Pelevin, Dovlatov, and Petrushevskaya, and watch ground-breaking films by Vertov, Tarkovsky, Daneliya and others. All materials are in English. No prior knowledge of Russian literature or culture is required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 2001 Second Stage Russian (4 Credits)**

Review of grammar, development of all language and cultural skills. Prerequisite: RUSS 1003 or equivalent. First quarter of two quarter sequence.

**RUSS 2002 Second Stage Russian II (4 Credits)**

Review of grammar, development of all language and cultural skills. Prerequisite: RUSS 2001 or equivalent. Second quarter of two quarter sequence.

**RUSS 2003 Second Stage Russian III (4 Credits)**

This course concludes the second-year Russian 2001/2002/2003 sequence designed to develop your proficiency in all language skills. You will continue to acquire conversation, reading, and writing skills at the intermediate level, with an emphasis on everyday situations and communicative contexts. A great deal of attention will be devoted to the learning of grammar in conjunction with the immediate activation of it in conversation. Contemporary texts will acquaint you with Russian culture and life. Literary texts, songs, films, and activities will supplement textbook materials. Prerequisite: RUSS 2002.

**RUSS 2110 Russian in a Cultural Context (4 Credits)**

Continued development of Russian language and cultural skills with focus on all aspects of Russian culture, particularly Russian literature. Prerequisite: RUSS 2002 or equivalent.

**RUSS 2111 Linguistic Politeness and Intercultural Communication (4 Credits)**

In this course, students will explore how American and Russian speakers perceive politeness, and how sociocultural values underlying both cultures affect the speakers' communicative styles, their performance and perception of speech acts, and expression of emotions. Although this course focuses on Russian, other cultures will also be analyzed, such as German and Polish, and those of students' heritage. This course will help students to improve their communicative competence and deepen their understanding of some European cultures. The course will be conducted in English. Highly recommended for students planning on studying in Russia, Germany, or Poland. The course format consists of lectures, presentations, as well as class and group discussions. Students who major in Russian may get credit by providing coursework in Russian. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 2116 Russian 19th-Century Novel: Society, Identity, and the Rise of Prose Fiction (4 Credits)**

This course introduces students to classical Russian novels by world-famous authors, including Pushkin, Lermontov, Turgenev, Dostoevsky, and Tolstoy. Students develop an ability to interpret each work with a dual focus on text and context. Students deepen their appreciation of literary texts as works of art through learning to read closely and focusing on literary devices such as the narrator's voice, plot, structure, and figurative language. Students also learn to relate novels to their historical and cultural context, the better to understand how Russian writers responded to their country's intractable problems that included a crisis of cultural identity, the injustices of serfdom, and debates about women's place in society. All readings in English translation. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**RUSS 2350 Russian Language and Culture through Film (4 Credits)**

Film has played a significant role in the Soviet culture and continues to be an important cultural expression today. Many Soviet comedies also enriched conversational Russian with unforgettable formulaic expressions and sayings. In this course we will work with some of the most famous films produced in the USSR and contemporary Russia. Our goals will be close viewing to understand cultural symbolism of the images, the stylistics of different genres of speech, and the work of the camera and actors. This will allow you to further advance your Russian language skills by expanding your vocabulary and by incorporating more idiomatic expressions and the so-called “precedented” text in your speech. In the area of grammar and syntax, we will continue working on the Russian pronominal case system, verb conjugation, but also develop new skills, such as: composing complex sentences and using correct punctuation. This course is taught in Russian. By the end of quarter, all students are expected to acquire a proficiency level of “Intermediate Mid” or better in listening, speaking, reading, and writing. Prerequisites: RUSS 2110 or instructor permission.

**RUSS 2461 Russian Science Fiction (4 Credits)**

This course studies the fascinating world of Russian science fiction in the twentieth and twenty-first centuries. Throughout the term, students will examine how Russian and Soviet writers and film-makers reimagined society, science, technology, and space. We will discuss Soviet futuristic utopias, interplanetary voyages, and post-apocalyptic visions. Students will further probe the figure of the alien as a dissident or cultural Other, as Soviet authors grappled with questions of cultural and ideological difference. We will examine how sci-fi writers glorify or critique Soviet society in their visions of space flight, technologically advanced societies, alien worlds, or post-nuclear disasters. Ultimately, we will reflect on the philosophical quandaries that Russian science fiction explores. Works include pre-revolutionary sci-fi texts by Bryusov and Kuprin; Soviet dystopias by Zamiatin and Bulgakov; sci-fi classics by the Strugatsky Brothers; Tarkovsky's filmic masterpieces; and post-Soviet science fiction by Viktor Pelevin and Sergei Lukyanenko. All readings are in English translation. No prior knowledge of Russian is required. This course fulfills part of the Common Curriculum's "Ways of Knowing: Analytical Inquiry: Society and Culture" requirement. In this class, students will 1) demonstrate the ability to create or interpret the texts, ideas, or artifacts of human culture; 2) identify and analyze the connections between the texts, ideas or cultural artifacts and the human experience and/or perception of the world.

**RUSS 2917 Russian Revolution in Literature and History (4 Credits)**

The course introduces students to the literature, history, and art of the Russian revolution of 1917. Students examine how Russian literature helped pave the way for the revolution and how literature and film helped Russians make sense of the radical transformation of their society. Students gain insight into the reciprocal relationship of art and politics, learning how literature shaped the revolutionary movement and how the revolution inspired new forms of artistic expression. All readings in English translation. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**RUSS 3101 Advanced Conversation & Composition (4 Credits)**

Continued improvement of Russian language skills in areas of style and syntax. First quarter of two quarter sequence. Prerequisite: RUSS 2110 or RUSS 2111 or equivalent.

**RUSS 3102 Advanced Conversation & Composition II (4 Credits)**

Advanced Composition and Conversation focuses on the continued improvement of Russian language skills in areas of style and syntax in all four modalities (speaking, writing, listening, and reading). At an advanced level, the class will focus on developing high-level oral and written communication skills that will enable students to study and critically evaluate authentic materials from the target culture. The textual, audio and video materials used in the course will serve to enrich your understanding and knowledge of Russian culture. Prerequisite: RUSS 2110.

**RUSS 3200 Seminar: Russian Short Story (4 Credits)**

Russia through the study of selected short stories. Prerequisite: RUSS 2110 or 2111 or equivalent.

**RUSS 3232 Russian Avant-Garde (4 Credits)**

This interdisciplinary course addresses various manifestations of Russian Modernism and the Russian avant-garde in art, literature, poetry, music, theatre, and film in the late 19th – early 20th century. Its objective is to provide an understanding of the time's rapid, drastic, and often conflicting cultural and artistic transformations by examining in depth major Russian Modernist works. Students will explore such artistic and literary movements as Symbolism, Cubo-Futurism, Neo-Primitivism, Suprematism, Rayonism, and Constructivism in the context of Russian late Imperial, revolutionary, and early Soviet social, political, and philosophical developments. We will pay special attention to the cultural dialogues between Russia and the West and investigate the aesthetic, erotic, and social utopias of Russian Modernism. The course examines philosophical essays, films, plays, poems, short stories, music, and art created during the period, beginning with the first modernist experimentation of the Silver Age (turn of the century) through the imposition of Socialist Realism in the 1930s. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 3300 Short Russian Prose (4 Credits)**

An advanced conversation and composition course based on Russian prose. Prerequisite: RUSS 3101 or equivalent, or permission of instructor.

**RUSS 3650 Soviet and Post Soviet Cinema (4 Credits)**

Film course concentrating on the works of Andrei Tarkovskii. Open to non-Russian speaking students. Prerequisite: RUSS 3101 or equivalent, or permission of instructor.

**RUSS 3701 Topics in Russian Literature (4 Credits)**

Selected topics, authors and movements in medieval, Russian, Soviet and post-Soviet literature. May be repeated for credit. Prerequisite: RUSS 3101 or equivalent, or permission of instructor.

**RUSS 3850 Working with Russian Media (4 Credits)**

Multimedia course emphasizing new media in Russian culture and society. Prerequisite: RUSS 3101 or equivalent, or permission of instructor.

**RUSS 3991 Independent Study (1-5 Credits)****RUSS 3995 Independent Research (1-5 Credits)****RUSS 3998 Honors Thesis (1-4 Credits)**

## Plan for Students Starting the Study of a New Language

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
SI Society or AI Society <sup>1</sup>		4 AI Natural or AI Society <sup>1</sup>		4 AI Society <sup>1</sup>	4
Foreign Language 1001		4 Foreign Language 1002		4 Foreign Language 1003	4
Elective		4 SI Society		4 Major or elective	4
		<b>16</b>		<b>16</b>	<b>16</b>

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
SI Natural sequence		4 SI Natural sequence		4 SI Natural sequence	4
Major or elective		4 SI Society or AI Natural		4 Major or elective	4
CLTR 2100		4 CLTR 2200		4 Minor or elective	4
Intermediate Language		4 Intermediate Language		4 Intermediate Language	4
		<b>16</b>		<b>16</b>	<b>16</b>

**Total Credits: 96**

<sup>1</sup> One of the required Analytical Inquiry: Society & Culture courses may be fulfilled by a LL&C concentration course. Please contact your advisor.

## Plan for Students Placing into 2001 of a Previously Studied Language

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
AI Society or SI Society <sup>1</sup>		4 AI Society or AI Natural <sup>1</sup>		4 AI Society <sup>1</sup>	4
Intermediate Language		4 Intermediate Language		4 Intermediate Language	4
CLTR 2100		4 CLTR 2200		4 SI Society	4
		<b>16</b>		<b>16</b>	<b>16</b>

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
SI Natural sequence		4 SI Natural sequence		4 SI Natural sequence	4
Major or elective		4 SI Society OR AI Natural		4 Major or elective	4
Minor or elective		4 Major or elective		4 Minor or elective	4
Upper-level language		4 Upper-level language		4 Upper-level language	4
INTZ 2501		2			
		<b>18</b>		<b>16</b>	<b>16</b>

**Total Credits: 98**

<sup>1</sup> One of the required Analytical Inquiry: Society & Culture courses may be fulfilled by a LL&C concentration course. Please contact your advisor.

## Leadership Studies Program

Office: DFRV Level 1 East Wing

Mail Code: 2020 S High Street, Room P177, Denver, CO 80208

Phone: 303.871.2462

Email: [applylp@du.edu](mailto:applylp@du.edu)Web Site: <http://www.du.edu/leadership> (<http://www.du.edu/leadership/>)

The Leadership Studies (LDRS) Program offers an academic 24 credit minor to select students who are committed to becoming inclusive leaders and community change makers that create a more equitable and just world. There are 3 programs through which DU undergraduates can obtain the minor: 1) the historic Pioneer Leadership Program (PLP) begun in 1995; the Colorado Women's College Leadership Scholars Program, which is a legacy program of the historic CWC; and the newest ROTC minor pathways for Army ROTC and Air Force ROTC undergraduates.

PLP students apply as incoming first year students, from which 88 are selected to live together in Dimond Family Residential Village and take a 2 cr. course each quarter leading to a minor in leadership studies. Students also serve in a non-profit, educational or government agency during their first year to test out and practice concepts learned in the classroom. In the second year, PLP students learn about leading community change and enact

a year-long project that is undergirded by a course on collaborative and inclusive leadership each quarter. Students finish the minor in their junior or senior year with a leadership ethics course and 6 electives from across the DU curriculum and/or from studying abroad.

The Colorado Women's College Leadership Scholars Program selects 15-20 incoming first-year students who identify as first generation college students and/or come from underrepresented communities, and believe in advancing women's leadership at DU and beyond. Our cohort-based program offers a scholarship for students with financial need and develops diverse, thoughtful, inclusive leaders. Students complete 2 cr. courses each quarter in their first year and identify and develop a mentor relationship with peers and CWC alumnae. In the second year, students complete a year-long Partners in Community Service (PICS) project with a local community partner to address a significant social issue and need. Students finish the minor in their junior or senior year with a capstone course focused on leadership ethics and reflection on their learning, along with completion of 6 electives from across the DU curriculum and/or from studying abroad. The program harnesses the open and supportive environment that is the legacy of the Colorado Women's College.

ROTC Army and Air Force students experience broad leadership training and course work in their military training and service while studying at the University of Denver. Pre-approved ROTC leadership course credits are transferred into a student's transcript and can be applied with additional Leadership Studies coursework to complete the academic LDRS minor. These programs of study enlarge the military leadership training and experience ROTC students already receive, equipping leaders who will serve their country with empathy, inclusive leadership practices, ethical decision making and community mindedness.

## Minor Requirements - PLP

The minor requires 24 credits.

Code	Title	Credits
<b>First year</b>		
LDRS 2017	Inclusive Leadership	1,2
LDRS 2019	Teaming for Social Change	1,2
LDRS 2021	Leadership and Social Movements	1-2
<b>Second year</b>		
LDRS 2040	Leading Community Change	4
LDRS 2050	Collaborative Leadership: Local Perspectives	2
LDRS 2060	Collaborative Leadership: Global Perspectives	2
40 service hours		
<b>Third and/or fourth year</b>		
LDRS 3000	Capstone: Leadership Ethics	4
6 credits at the 2000 level or above <sup>1</sup>		6
<b>Total Credits</b>		<b>23-24</b>

<sup>1</sup> Additional credits can come from a combination of elective courses, internships and/or independent study. These credits must be approved by the program director.

## Minor Requirements - CWC Leadership Scholars

The minor requires 24 credits.

Code	Title	Credits
<b>First year</b>		
LDRS 2017	Inclusive Leadership	1,2
LDRS 2019	Teaming for Social Change	1,2
LDRS 2070	Envisioning & Enacting Anti-Racist, Feminist Leadership	1,2
<b>Second year</b>		
LDRS 2040	Leading Community Change	4
LDRS 2050	Collaborative Leadership: Local Perspectives	2
LDRS 2060	Collaborative Leadership: Global Perspectives	2
<b>Third and/or fourth year</b>		
LDRS 3000	Capstone: Leadership Ethics	4
6 credits at the 2000 level or above <sup>1</sup>		6
<b>Total Credits</b>		<b>23-24</b>

<sup>1</sup> Additional credits can come from a combination of elective courses, internships and/or independent study. These credits must be approved by the program director.

### Minor Requirements - Army ROTC

The minor requires 24 credits.

Code	Title	Credits
LDRS 2000	Foundations of Leadership	4
RTC1 2031	Methods of Leadership and Management 1	4
RTC1 2041	Methods of Leadership and Management 2	4
RTC1 3072	Adaptive Leadership	4
RTC1 3082	Leadership in a Complex World	4
LDRS 3000	Capstone: Leadership Ethics	4
<b>Total Credits</b>		<b>24</b>

### Minor Requirements-Air Force ROTC

The minor requires 24 credits.

Code	Title	Credits
LDRS 2000	Foundations of Leadership	4
RTC2 3010	Leading People and Effective Communication 1	4
RTC2 3020	Leading People and Effective Communication 2	4
RTC2 3030	National Security, Leadership Responsibilities/Commissioning Preparation 1	4
RTC2 3031	National Security, Leadership Responsibilities/Commissioning Preparation 2	4
LDRS 3000	Capstone: Leadership Ethics	4
RTC 3010/3020 and RTC 3030/3031: These courses are two semester courses, and total credits for the minor must be equal or greater than 24 credits.		
<b>Total Credits</b>		<b>24</b>

### Approved Elective Courses

Code	Title	Credits
CUI 3055	Human Rights & Education	3
CUI 3990	Service Learning in Community	1-4
CUI 3996	Urban Youth Development	5
GEOG 3420	Urban and Regional Planning	4
COMN 2130	Introduction to Organizational Communication	4
COMN 2300	Fundamentals of Argumentation	4
COMN 2470	Gender and Communication	4
COMN 3020	Conflict Management	4
COMN 3140	Advanced Intercultural Communication	4
COMN 3230	Principles of Leadership	4
COMN 3300	Principles of Persuasion	4
COMN 3315	Public Deliberation	4
COMN 3680	Gender and Communication	4
COMN 3770	Mediated Communication and Relationships	4
COMN 3850	Communication Ethics	4
HIST 2530	American History: 20th Century	4
HIST 2570	Civil War & Reconstruction	4
HNRS 2400	Honors Seminar	1-4
INTS 2975	Global Issues Research Practicum	4
INTS 3385	Migrants and Refugees: Humanity on the Move	4
INTS 3952	Human Rights in the Global World	4
INTZ 2501	Exploring Global Citizenship	1-2

LGST 3510	CEOs and Corporate Governance	4
MGMT 2040	Managing Human Resources	4
MGMT 2420	Global Management	4
MGMT 3100	Business Ethics and Social Responsibility	4
MGMT 3270	Negotiation and Dispute Resolution	4
MGMT 3280	Business Plan	4
MGMT 3700	Topics in Management	1-8
PHIL 2180	Ethics	4
PHIL 2200	Social & Political Philosophy	4
PHIL 2785	Environmental Ethics	4
PLSC 1110	Comparing Politics around the World	4
PLSC 2001	Law and Politics	4
PLSC 2420	American Presidency	4
PLSC 2430	Political Parties & Interest Groups	4
PLSC 2820	Constitutional Law: Civil Rights and Liberties	4
PPOL 1910	Introduction to Public Policy	4
SOCI 2190	American Communities	4
SOCI 2320	Race and Ethnic Relations	4
SOCI 2420	Social Inequality	4
SOCI 2719	Social Movements	4
THEA 3760	Stage Management	4

#### **COMN 2040 Inclusive Community: Cross-Cultural Collaboration in Action (4 Credits)**

This course is an experience of cross-cultural collaboration and communication with internal DU partners and local community leaders. Through the encounters provided in the course, you will serve the public good and make a difference through unity and diversity modeled on the Sikh Langar, an expression of shared humanistic values in the public sphere resisting division, violence, and bigotry. This dynamic experience incorporates a multi-disciplinary, community-based approach reflecting proven new product launch, service delivery, project management, and implementation business frameworks. You will develop a critical and compassionate lens into how and why dialogue, as a communicative construct, enables cross-cultural connection in service of meaningful public collaboration. The course culminates with the Langar@DU on DU's campus, providing an immersive experience realizing the values of diversity, peace and co-existence through communication in action. Each student will share in the experience of unified community and actively participate in Langar@DU's preparation and success. Upon completion of the course, you will have gained practical skills to engage professionally and effectively with external partners in order to enhance business and civic relationships and maximize the value of shared goals. This course counts toward the Applied Communication in Personal & Public Contexts requirement.

#### **COMN 2130 Introduction to Organizational Communication (4 Credits)**

This is a theory-driven course which will introduce students to the major approaches to the study of organizational communication, including classical, managerial, systems, cultural, and critical perspectives. The course uses these perspectives to deepen students' understandings of the organizational communication topics developed in COMN 1550, teaching students how to recognize and approach organizational communication issues from a variety of perspectives. This course counts toward the Scientific Inquiry: Society and Culture requirement.

#### **COMN 2300 Fundamentals of Argumentation (4 Credits)**

This class offers a survey of approaches to the study of argumentation. We are going to examine and evaluate how argument is understood from various perspectives within the discipline of communication studies. We will engage theoretical concerns related to argumentation with a commitment to test their applicability to current events and issues. We will also explore how arguments are practiced in areas such as the arts and the media, legal contexts, interpersonal communication, public deliberation, and the sciences. The course will focus on expanding your contextual knowledge of how arguments operate within our culture and on cultivating your ability to read critically and creatively, make cogent arguments, assess opposing arguments charitably, and communicate your judgments effectively. This course counts toward the Applied Communication in Personal & Public Contexts requirement. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **COMN 2470 Gender and Communication (4 Credits)**

Sex differences in communication behavior, treatment of women in language, women on public platforms and women's portrayal in media.

#### **COMN 3020 Conflict Management (4 Credits)**

Substantive and relational types of conflict, various strategies for conflict resolution.

#### **COMN 3140 Advanced Intercultural Communication (4 Credits)**

This course is designed to study the intersection of communication and culture. In this course, culture is defined broadly to include a variety of contexts, such as race, ethnicity, nationality, gender, age, and class. Students gain theoretical and practical understanding of the opportunities and obstacles that exist as individuals and communities communicate within and across cultures.

#### **COMN 3230 Principles of Leadership (4 Credits)**

Roles, functions, behaviors that influence and direct; emphasis on interpersonal effectiveness; theories and methods.



**COMN 3300 Principles of Persuasion (4 Credits)**

This course involves a social scientific approach to persuasion and social influence. Some of the topics included in this approach are the relationship between attitude and behavior; characteristics of the source, message, and receiver of a persuasive appeal; and models and theories that explain the effects of persuasive communication. By the end of the course, students should be able to think more critically about the persuasive messages they encounter in everyday life, to apply theoretical models of persuasion, and to construct persuasive messages.

**COMN 3315 Public Deliberation (4 Credits)**

During the last two decades public deliberation has emerged as the centerpiece of theoretical and practical accounts of liberal democracy. This course begins by setting out the nature and functions of public deliberation. We will then track how deliberative democrats respect the traditional accounts of inclusion, equality and reason in an attempt to meet the demands of the deep cultural diversity that marks social life in advanced industrial societies. Specifically we will ask if public deliberation as portrayed in these accounts is sufficient to meet these demands or do we need to expand our understanding of political argument to include a diversity of rhetorical practices? And, once we do expand our account of deliberation how does this transform the traditional problematics of both democratic and rhetorical theory?.

**COMN 3680 Gender and Communication (4 Credits)**

This course focuses on the interactive relationships between gender and communication in contemporary U.S. society. This implies three priorities for the class. First, the course explores the multiple ways communication creates and perpetuates gender roles in families, media, and society in general. Second, the course considers how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Third, the course connects theory and research to our personal lives. Throughout the quarter, the course considers not only what IS in terms of gender roles, but also what might be and how we, as change agents, may act to improve our individual and collective lives. Cross listed with GWST 3680, HCOM 3680.

**COMN 3770 Mediated Communication and Relationships (4 Credits)**

This course examines how people develop, define, maintain, and manage interpersonal relationships through their use of mediated communication. We will examine communication in relationships that occur through the internet, text-messaging, cell phones, chat rooms, gaming, and virtual communities. This is a seminar type course where students guide and are guided through their own study of mediated relationships.

**COMN 3850 Communication Ethics (4 Credits)**

This class is not just about how to be ethical communicators but it is also about how to discover ethics—the good life and care for others, answerability and responsibility—deep within the structures of human communication itself. The course is committed to a mixture of theory and practice but practice is at the heart of the matter. Half of our sessions will be devoted to dialogue or conversation about ethics in life. There we will try to work as close as we can with ethics in our own lived experience. In the other half, we will explore theory: the ethical/philosophical/communicative ground of ethics.

**GEOG 3420 Urban and Regional Planning (4 Credits)**

Historical evolution of planning theory and practices; comprehensive planning process; legal, political, economic, social, environmental aspects of urban planning; urban design; urban renewal and community development; transportation planning; economic development planning; growth management; environmental and energy planning; planning for metropolitan regions; national planning.

**HIST 2530 American History: 20th Century (4 Credits)**

This course surveys the major political and social developments in the United States since the turn of the century, including the Progressive Movement, World War I, the Depression and New Deal Liberalism, World War II, the Cold War and American internationalism, the Civil Rights Movement and the growth of feminism, the Great Society, the Vietnam War, and the Watergate crisis.

**INTS 3385 Migrants and Refugees: Humanity on the Move (4 Credits)**

This course begins with the pre-history and history of human migrations and moves to cover the era of European colonization and forced dispersal (and in some cases aggregation) of peoples in the Americas, Southeast Asia, and Africa. The "contemporary" (i.e., post-WWII) era then covers not only the movements of peoples from Central Africa, Southeast Asia, the Balkans, and elsewhere, but will highlight the achievements of immigrants and refugees in such areas as technology, the arts, and the field of human rights. Issues of ethnicity, nationalism, and political diasporas will bring the contemporary era to a close. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3952 Human Rights in the Global World (4 Credits)**

This course will examine the nature, utility and effectiveness of international efforts to define, promote and protect human rights. Particular attention will be given to activities of the United Nations and related programs and agencies. The roles of governments, regional intergovernmental organizations and nongovernmental organizations will also be explored. Prerequisites: INTS 1500 and INTS 1700.

**INTZ 2501 Exploring Global Citizenship (1-2 Credits)**

Examining questions of identity, globalization, and cross-cultural communication, this course is required of all students at DU intending to study abroad. The intent of the class is to help give students the tools and knowledge needed to be able to benefit from their experience abroad. The course is normally taken within the year prior to study abroad and is followed while abroad by the second course in the sequence, INTZ 2502, also required for students on unaffiliated programs. This is a 2 credit course. To take the course for 1 credit, students must provide documentation forwarded by academic and major advisor(s) directly to the course director that they have not been able to nor would be able to take the course for 2 credits prior to study abroad based on required (non-elective) course selection for the entire year prior. The department will then review the materials and determine whether the petition process is warranted.

**INTZ 2502 Global Citizenship in Practice: Maximizing Study Abroad (1 Credit)**

Examining questions of identity, globalization, and cross-cultural communication, this is a pilot course that may eventually be required of all students at DU to be taken while studying abroad. The intent of the course is to help give students the tools and knowledge needed to be able to benefit from their experience abroad. The course is normally taken during a student's study abroad experience and is preceded by INTZ 2501.

**LDRS 2000 Foundations of Leadership (4 Credits)**

LDRS 2000 focuses on developing an understanding of the foundations of leadership through an overview of leadership theories and definitions, an exploration of the present and future contextual demands on leaders, and in-depth self-assessment which includes identification of strengths, weaknesses, social identity, and leadership practices. The course will also explore the role of leadership and followership in teams. LDRS 2000 is designed to broaden your understanding of what constitutes leadership while challenging you to understand yourself better and begin to apply civically engaged leadership in new ways. This course is designed to broaden your understanding of "who" and "what" constitutes leadership.

**LDRS 2017 Inclusive Leadership (1,2 Credit)**

In this academic entree to the study of leadership, we explore the fundamental nature of leadership and how to develop as students of leadership in a diverse world. This course encourages students to discover their personal identities, values, preferences, risk-taking propensity and other characteristics as these relate to their leadership potential. Students integrate learning in a Personal Leadership Statement, declaring what they stand for as an inclusive leader. We explore the idea of "community" and our obligations to take on a leadership role in the community with whom we identify. Service as an act of leadership will be expected both as a course requirement and overall program requirement in the Pioneer Leadership Program. Prerequisite: membership in the Pioneer Leadership Program (PLP), or permission of PLP faculty.

**LDRS 2018 Leadership: Theory to Innovation (1,2 Credit)**

This course continues the process of learning about leadership as a process and the role of the leader and follower in that process. Particular attention will be paid to developing passions, self-interests and facilitation skills that allow leaders and followers to innovate and create change. Service as an act of leadership continues both as a course requirement and overall program requirement in the Pioneer Leadership Program. Prerequisites: LDRS 2017 and membership in the Pioneer Leadership Program (PLP), or permission of PLP faculty.

**LDRS 2019 Teaming for Social Change (1,2 Credit)**

Teams are the primary vehicle by which many, if not most, complex tasks are accomplished in our society. As a result, there is an increasing demand for leaders who can build, lead and participate in effective teams. With this course, you are completing your first-year sequence as a student of leadership. It will help lay the theoretical and conceptual foundations you need to prepare you to (a) reflect on teams of which you have been a part; (b) develop strategies for making your teams more effective, whether you are a leader or a team member; and (c) help you develop skills for your sophomore service project. Prerequisites: LDRS 2018 and membership in the Pioneer Leadership Program, or permission of PLP faculty.

**LDRS 2021 Leadership and Social Movements (1-2 Credits)**

This course continues the process of learning about leadership as a process and the role of the leader and follower in that process. Particular attention will be paid to developing passions, self-interests and facilitation skills that allow leaders and followers to innovate and create change. Service as an act of leadership continues both as a course requirement and overall program requirement in the Pioneer Leadership Program. Prerequisites: LDRS 2017, LDRS 2019 and membership in the Pioneer Leadership Program (PLP), membership in the Colorado Women's College or permission of PLP faculty.

**LDRS 2040 Leading Community Change (4 Credits)**

This course builds on the themes we began in the first-year PLP sequence. Specifically, we continue to expand your understanding of community, citizenship, and spheres of influence. Last year, you explored theories of leadership as well as your own assets and passions you carry into leadership. During the second-year course series we learn how to think strategically and act purposefully to make change happen in a larger context—the community. This course asks you to look at and practice leadership as a relational process that brings people together around common interests in order to effect positive change within institutions and/or communities. We will examine and practice key leadership concepts including self-interest, power, and collaboration. We will also practice specific leadership strategies, including 1-1 interviewing techniques, issue research, developing mission statements and action plans, and conducting community research. Prerequisites: LDRS 2017, LDRS 2018, LDRS 2019 and membership in the Pioneer Leadership Program (PLP), or permission of the PLP faculty.

**LDRS 2050 Collaborative Leadership: Local Perspectives (2 Credits)**

This course is a continuation of LDRS 2040 and the exploration of the topics of collaborative leadership and community change. In this course you will begin the implementation of the Community Change Initiatives you developed in LDRS 2040. To effectively enact community change, "change agents" must manage project logistics, continually develop as leaders, and be competent communicators. By the end of this course, you will further develop your abilities to effect community change through knowledge and awareness of strategies to effectively impact these areas. Prerequisites: LDRS 2017, LDRS 2021, LDRS 2019, LDRS 2040 and PLP membership or approval.

**LDRS 2060 Collaborative Leadership: Global Perspectives (2 Credits)**

This course is a continuation of LDRS 2040 and LDRS 2050. We will pursue the exploration of leadership and community change adding a focus on global cultural differences. In LDRS 2050, much of our class was devoted to communication, particularly "crucial conversations," where we applied new ideas and skills to leadership and followership in CCI teams. This quarter, we will focus on communication skills in diverse cultures and how leadership is enacted and perceived in different cultures around the globe. Students in this course will also finalize the implementation of their CCI developed in LDRS 2040 and LDRS 2050. Community change initiatives require students to understand the communities where they live and work, to be confident in the appropriateness of their community change efforts, and to fairly and conceptually assess their efforts and impacts. By the end of this course, you will develop a deeper understanding of the community change process. Prerequisites: LDRS 2050 and PLP membership or PLP approval.

**LDRS 2070 Envisioning & Enacting Anti-Racist, Feminist Leadership (2 Credits)**

This course explores the complex intersections of race, gender, and the complexities of setting life goals for leadership. Students will consider race and gender as socially constructed concepts and discuss the biases and systemic barriers in which these constructs have developed and how this may influence their understanding and enactment of leadership. The course focuses on practical application of goal setting, career planning, and tools for navigating systemic barriers to leadership. To address these perspectives, the course reviews research from a variety of disciplines, including education, social psychology, sociology, economics, and management and organizational science.

**LDRS 2120 Mentorship: Theory to Practice (2 Credits)**

Whether being mentored, or mentoring another person, understanding how to make the most of the experience is important. This course will explore the theory and practice of mentoring. Students will explore mentoring philosophy, design, implementation and assessment, as well as the potential benefits and pitfalls of mentoring relationships. They will examine diversity and inclusion in mentoring and the impact of mentoring in different academic pursuits and professional capacities. Students will have the opportunity to hear from professionals who have utilized mentoring in their careers, research important elements of mentoring for their desired career paths, design their "ideal" mentoring experience from both the mentee and mentor experience, and learn how assessment can help evaluate the effectiveness of mentoring programs.

**LDRS 2130 Listening and Discernment (2 Credits)**

Leadership scholars and practitioners alike name listening as an essential practice of creating change and building sustainable and healthy relationships. The ability to hold a listening-first disposition aids a leader's ability to engage with the volatile, uncertain, complex, and ambiguous (VUCA) modern world. Without listening and discernment practices, the distinction between one's intention/impact, power over/power with, and tyranny/leadership is unknowable. In this course, students will learn about different models of effective, active, and embodied listening. True listening and discernment is an active practice, which can be grown and developed into a generative habit. By learning practices and approaches for listening and discernment as a means of enriching one's capacity to create generative social change.

**LDRS 2310 Leadership in a Virtual World (4 Credits)**

Distributed organizations are commonplace in the high-tech world in which we now find ourselves living and working. Leading in private and public settings requires a developed set of skills to utilize the virtual environment to advance a shared goal. Technical skills and communication take on new importance for leading virtually. This course focuses on these new realities of today's work and community environments. Through readings of current research on virtual work and team leadership as well as online assignments to recognize, practice and develop needed skills, students gain a strong foundational understanding of what constitutes effectiveness in virtual work and community leadership.

**LDRS 2360 Leadership in Film (2 Credits)**

This course initiates a thoughtful consideration about the nature of leadership by ways of film analysis of narrative-based films. A focus on discernment regarding the personal, organizational, systemic, and global levels of leadership lends this course's use of narrative analysis and semiotic film analysis. However, students are encouraged to use whatever analysis styles they resonate with the most to delve into the elusive and complex emergence of leadership of the film and the making of the film. Through seeking understanding in dialogue with fellow learners, students are encouraged toward greater discernment of the person, the collective, and the context with regard to the dynamic systems involved in leadership. Film provides unique insights to investigate character and motive, as well as culture, allowing us to access meaning and significance through theoretical, analytic and dialogic inquiry. The course helps form in students the ability not only to be leaders, but in the words of Robert Frost, "awakeners." Through the time spent viewing films and entering into discourse, we will become more sophisticated observers and practitioners of leadership as we seek to understand the essence of leaders through artistic representation.

**LDRS 2370 Leading with Development in Mind (4 Credits)**

Leadership is an emergent phenomenon predicated on relationships and power. It is imperative for leaders and leadership scholars to understand social construction to be sensitive to, recognize, and hopefully utilize generative power dynamics that influence individuals, collectives, and systems. Robert Kegan's constructive development model aptly outlines the social constructivist epistemology and has been found to coach and develop more effective leaders and organizations for volatile, uncertain, complex, and ambiguous (VUCA) situations. The course itself is a deep dive into different methods using social constructivist epistemology and a constant evaluation, or reevaluation, or how different paradigms influence our social behaviors. While the structure appears to separate theory with practice, the deep connections between the two realize the applied praxis of a leadership philosophy. Beginning with an overview of the theory and epistemology of Robert Kegan's cognitive development theory and social construction. The second half of the course will focus on integration of the theory into personal practice.

**LDRS 2400 Leadership and Sustainability in Belize (4 Credits)**

Every day, decisions are made by leaders in business, government, and non-profit settings that impact sustainability in its many forms. This course explores multiple meanings and interpretations of sustainability. The course location of Belize provides a perfect learning laboratory to examine how one country is attempting to balance the sometimes competing demands of economic, cultural, and environmental sustainability. Course activities include staying at a low-environmental impact conference center in the rainforest, visiting a model environmentally sustainable island community, hearing guest lectures from various country experts, and exploring Mayan ruins. Through these activities students examine the role that leadership plays in contributing to small and large scale sustainability efforts. Students must apply and receive instructor permission to register for this course.

**LDRS 2430 Leadership, Peace, and Conflict in Northern Ireland (4 Credits)**

Much can be learned from the journey toward peace amidst the conflict in the Republic of Ireland and the United Kingdom of Great Britain and Northern Ireland. Through an intensive study of historical events and their resulting sociopolitical outcomes today, students will gain a deep understanding of the role of leadership, peace, and conflict studies in Irish history. Students will visit multiple sites, explore Irish historical resources, and learn about leaders and their legacies from multiple national experts. From these experiences, students will reflect upon and draw connections between historical movements and those of today. Ireland provides the ideal context for deep study of understanding leadership through conflict and efforts for peace. The history of Ireland is a history of seeking independence, and many would say that complete independence was never truly achieved. Indeed, when the Irish Free State was declared in 1921, only 4/5 of Ireland became independent, with six remaining counties becoming a part of the United Kingdom as Northern Ireland. A significant contingent of Irish Republicans disagreed with many provisions of the Anglo-Irish Treaty and started a Civil War lasting almost a year. Struggles for Irish independence continued in many ways, most specifically with "The Troubles", through most of the 20th Century until the Good Friday Agreement in 1998. Today, Ireland maintains an open border with Northern Ireland and although peace in Northern Ireland is present, it remains tenuous with wounds that are still raw, and divisions that exist between Catholics and Protestants to this day. This course will focus on the period of the Troubles and examine how conflicts from the past inform current contexts for the leadership needs of our time.

**LDRS 2440 Nature's Lessons for Leadership (4 Credits)**

What can we as human beings learn from nature? How do we lead in a way that is responsible to our vision and can echo out to our communities? Students will explore these questions together at the Kennedy Mountain Campus through an intensive hands-on approach. Grounded in theoretical perspectives such as nature's principles for living, process leadership, and relational cultural theory, students will deepen their leadership practice through interactive exercises related to mindfulness, presence, and embodiment. Various activities, like art creation, using senses to connect with nature, and strengthening empathy through listening, students will explore the interconnection of humanity while deepening awareness to self and others.

**LDRS 2920 More than a Form: Adventures in Fellowships (2 Credits)**

This course is designed to empower students to develop their personal narratives and to pursue "good-fit" fellowship competitions that create pathways to impact. Students will explore external fellowships, parse funding organizations' criteria and priorities, and work through applications to tell a coherent narrative with attention to common application components such as personal statements; letters of recommendation; and reflections on leadership, service, and impact. Class sessions and assignments will guide students through reflection about interests and goals, telling the story of their experiences, and identifying and preparing for competitive fellowships that will help them drive change on the issues that matter to them. Students will gain a foundation for expanded knowledge and growth in line with the 4D Experience as well as practical tools and strategies for crafting competitive applications for external opportunities.

**LDRS 3000 Capstone: Leadership Ethics (4 Credits)**

This course completes the leadership studies minor as an undergraduate at DU. It is designed to help students think in a structured, reflective way about the philosophical and behavioral ethics as relates to inclusive leadership. Students will gain a greater understanding of their own and others' ethical perspectives and develop stronger ethical decision making skills to navigate ambiguous situations and conflicting interests associated with future roles in society. A final leadership statement and code of ethics paper will allow students to summarize their learning, values and hopes for future leadership development and impact. Prerequisites: LDRS 2017, LDRS 2018, LDRS 2019, LDRS 2040, LDRS 2050, and LDRS 2060.

**LDRS 3650 Co-Learning as Co-Leading: Critical Reflection on Development Praxis in South Africa (4 Credits)**

Co-Learning as Co-Leading: Critical Reflection on Development Praxis in South Africa is a virtual summer module offered over a period of four weeks. It is a 4-credit elective focused on Development, Leadership, and Gender in faith-based organizations in Southern Africa. The class is a collaboration between the University of Denver leadership studies department and the University of KwaZulu-Natal department of theology in Durban, South Africa. The course offers a space for reflection and deliberation to activists, community organizers, and students in leadership, theology, and community/non-profit development. It is designed as a productive learning space for students, researchers, and activists committed to harnessing feminist, queer, race-critical, and indigenous approaches to development in Southern Africa in general, and in faith-based NGOs in particular. The course uses a collaborative and decolonial learning approach that draws on the knowledge and methods of all the participants. The course will offer a mix of classroom learning, facilitation, community-based service-learning and application, and praxis reflection in collaboration with the Alan Paton Struggle Archives at UKZN. The course comprises of two sets of participants: (1) student-participant who will be doing the course as part of a university/college degree, and (2) activists-participants who will do the course as a way to reflect on their development praxis as it relates to the organization or social movement they are attached to. Course participants will be collaborators and co-teachers/learners within the learning environment.

**LDRS 3980 Internship (1-6 Credits)**

The PLP Internship program provides individualized opportunities to gain valuable professional experience and build leadership skills. This hands-on program complements a student's academic major or a specified interest area that supports the student's leadership development through careful placement in community based learning. All three sectors of government, not-for-profit and private enterprise are available for internship learning opportunities.

**MGMT 2040 Managing Human Resources (4 Credits)**

This course focuses on the administration of human resources, including the processes of personnel management and personnel systems in complex organizations, both public and private. Techniques for recruiting and staffing; orienting, training and development; motivation, performance management, employee relations, compensation systems, and reward and retention systems; and safety and health issues will be addressed. Prerequisite: C- in MGMT 2100 and admission to Daniels.

**MGMT 2420 Global Management (4 Credits)**

Introduction to multinational corporations and management of international profit and non-profit organizations; how management theory and practice are impacted by particular cultural contexts; analysis of current issues related to international trade and investments, and problems and opportunities of multinational operations. Prerequisites: C- in MGMT 2100 and admission to Daniels.

**MGMT 3100 Business Ethics and Social Responsibility (4 Credits)**

This course introduces students to ethical concepts, theories and issues as they relate to business and managerial decision making, including the social responsibilities of business. Case studies, group projects and lecture format. Cross listed with LGST 3100. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3280 Business Plan (4 Credits)**

For both startups and established companies, innovation is a critical capability, driving customer satisfaction, competitive advantage, and growth. This course provides rich, comparative exposure to alignment tools to research a customer opportunity. The course uses a combination of interactive class discussion, real-world case analysis and a team project to explore a critical thinking approach to innovation and product development, incorporating both quantitative and qualitative perspectives. As capstone this integrative course leverages accumulated coursework in application to create, design, evaluate, and analyze strategic opportunities. Also, presentations and idea challenges center on defining target customers, understanding customer needs, generating and evaluating concepts, forecasting demand, designing products and services, and confirming your hypothesis.

**MGMT 3700 Topics in Management (1-8 Credits)**

Exploration of various topics and issues related to management. Prerequisites: Minimum grade C- in MGMT 2100 and admission to Daniels.

**MGMT 3708 Topics in Management (4 Credits)**

Exploration of various topics and issues related to management. Course open to Colorado Women's College students only.

**PHIL 2180 Ethics (4 Credits)**

Alternative theories of morals and values, ethical problems and solutions offered by classical and contemporary thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2785 Environmental Ethics (4 Credits)**

A study of current issues and controversies regarding the natural environment from a variety of philosophical and ethical perspectives, including anthropological, animal rights, "land ethic," deep ecology, eco-feminism, and postmodern approaches.

**PLSC 2001 Law and Politics (4 Credits)**

Introduces the relationship between law and politics, describing the basic principles of legal conduct in political contexts and explaining how social scientific methods are used to understand these underlying principles. Questions explored may include the following: Where does the law come from? Whose interests does it reflect? Does formal legal change lead to practical political and social change? Why do we comply with the law? What are the limits of enforcement? This course counts toward the Scientific Inquiry: Society and Culture requirement. It also satisfies the department distribution requirement in law. Prerequisite: sophomore standing & either PLSC 1000, 1110, 1610, or 1810.

**PLSC 2420 American Presidency (4 Credits)**

Historical development and current role and powers of the U.S. presidency. Prerequisite: sophomore standing.

**PLSC 2430 Political Parties & Interest Groups (4 Credits)**

Evolution and structure of political parties; how they mobilize voters and provide leadership of political issues. Satisfies the department distribution requirement in American politics. Prerequisite: sophomore standing.

**SOCI 2190 American Communities (4 Credits)**

Study of 'community' as a foundational concept in the discipline; consideration of the changing structural contexts of community, as well as the social-psychological aspects of community; emphasis on emerging forms of community in the contemporary U.S. Prerequisite: SOCI 1810.

**SOCI 2320 Race and Ethnic Relations (4 Credits)**

Relationship of racial and ethnic minority groups to systems of social stratification; emphasis on United States. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2420 Social Inequality (4 Credits)**

Dimensions of social class and its effect on economic, political and social institutions as well as style of life. Cross listed with GWST 2420. Prerequisite: SOCI 1810 and sophomore standing or permission of instructor.

**SOCI 2719 Social Movements (4 Credits)**

Studies in range of perspectives and research issues pertinent to understanding of social movements (groups operating without clear-cut direction from established social structure and culture). Prerequisite: SOCI 1810 or permission of instructor.

**THEA 2885 Directing I (4 Credits)**

Theory and practice of staging plays. Prerequisites: THEA 1861, THEA 1862, THEA 2870.

**THEA 3760 Stage Management (4 Credits)**

Survey, exploration, and application of the component parts of the stage manager's role, based upon current methods practiced by professional theatre companies in the United States. Stage managers facilitate the creation of a fully-realized work of theatrical art, born of the collaboration of numerous artists, craftspeople and technicians.



# Management

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Phone: 303-871-2489

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Based on a strong sense of leadership, business ethics and accountability, you will learn skills in strategic decision-making and the ability to develop organizational talent and financial know-how. The tracks in this major can lead you to careers in either consulting or strategic leadership. Become a skilled manager who knows the importance of considering all stakeholders and the social, legal, environmental and economic ramifications of business decisions.

## International Business Major

### Bachelor of Science in Business Administration Major Requirements

(185 credits required for the degree (p. 98))

Minimum of 40 credits. Requirements include:

Code	Title	Credits
<b>International Studies Cluster</b> <sup>1</sup>		<b>20</b>
20 hours from below		
INTS 1500	Contemporary Issues in the Global Economy	
INTS 1700	Introduction to International Politics	
Any 2000- or 3000-level INTS elective or custom class relevant to specific career goals chosen in consultation with faculty directors		
<b>International Business Core Cluster</b> <sup>2</sup>		<b>16</b>
Four of the five following courses		
ECON 2610	International Economics	
FIN 3410	Multinational Financial Management	
LGST 3700	International Business Law	
MGMT 2420	Global Management	
MKTG 3630	International Marketing	
<b>International Business Capstone</b>		
LGST 3600	Business and Global Values	4
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Business students considering a secondary major in International Studies are strongly encouraged to consider a business major other than International Business, due to the significant overlap in INTS coursework between the International Business and International Studies majors.

<sup>2</sup> Students pursuing an optional minor or second major in one of these fields should note that International Business major courses will **not** be able to count toward requirements for both programs simultaneously. Instead, students should consult their advisor to select an approved course substitution for the second major or minor.

## Management Major

### Bachelor of Science in Business Administration Major Requirements

(185 credits required for the degree (p. 98))

Minimum of 32 credits. Requirements include:

Code	Title	Credits
MGMT 2021	Managing Complex Organizations	4
MGMT 2300	Leading for Collaboration	4
MGMT 2420	Global Management	4
MGMT 3560	Resilient Leadership	4
16 hours of 2000 or 3000 level MGMT electives <sup>1</sup>		16
<b>Total Credits</b>		<b>32</b>



<sup>1</sup> MGMT 3980 Internship credits are highly encouraged. Students may take a maximum of 10 credits of internship.

## Management Minor Minor Requirements

The Management minor is available only to students pursuing a major in the Daniels College of Business.

16 credits, including:

Code	Title	Credits
<b>Four 2000- or 3000-level MGMT elective courses outside of the Business Core; no independent study or internship credit allowed.</b>		<b>16</b>

Note: Students need to take MGMT 2100 as a prerequisite for the Management Minor. Students take this course as part of the Business Core.

### Requirements for Distinction in the Major in International Business

Upon reaching 90 credit hours completed, students with a 3.50 cumulative GPA or higher, and a 3.85 Daniels GPA or higher, are invited to either create a portfolio of in-depth business experiences or to write a thesis to earn Distinction. See Daniels Undergraduate Programs or faculty in the department for more information.

### Requirements for Distinction in the Major in Management

Upon reaching 90 credit hours completed, students with a 3.50 cumulative GPA or higher, and a 3.85 Daniels GPA or higher, are invited to either create a portfolio of in-depth business experiences or to write a thesis to earn Distinction. See Daniels Undergraduate Programs or faculty in the department for more information.

### International Business

This course plan is a sample schedule only. Individual course plans will vary based on incoming transfer credit, admission path to Daniels, prerequisites, availability of courses, minors, and other scheduling factors. You must meet with your Daniels academic advisor to develop an individual graduation plan for your specific needs.

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
MATH 1200 <sup>1</sup>		4 INFO 1010		4 INFO 1020	4
BUS 1440		4 ECON 1020 <sup>2</sup>		4 Common Curriculum Course <sup>3</sup>	4
Common Curriculum Course <sup>3</sup>		4 Common Curriculum Course <sup>3</sup>		4 MGMT 2100	4
				BUS 1099	0
	16		16		16
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
INTS 1500 <sup>2</sup>		4 INTS 1700		4 ACTG 2300	4
ACTG 2200		4 INTZ 2501 <sup>4</sup>		1-2 BUS 2099	0
LGST 2000		4 FIN 2800		4 BUS 3000	4
Common Curriculum Course <sup>3</sup>		4 Common Curriculum Course <sup>3</sup>		4 MKTG 2800	4
		Common Curriculum Course		4 Common Curriculum Course <sup>3</sup>	4
	16		17-18		16
Third Year					
Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad	16	INFO 2020		4 BUS 3800	4
Elective		MGMT 3000		4 LGST 3700	4
		INTS Elective		4 MKTG 3630	4
		MGMT 2420		4 Common Curriculum	4
		BUS 3099		0	0
	16		16		16
Fourth Year					
Fall	Credits	Winter	Credits	Spring	Credits
LGST 3600		4 FIN 3410		4 Advanced Seminar (ASEM)	4
INTS Elective		4 INTS Elective		4 Elective	4
Elective		4 Elective		4 Elective	4

Elective	4		
	16	12	12

Total Credits: 185-186

- <sup>1</sup> MATH 1200 fulfills requirements for Analytical Inquiry: The Natural and Physical World.
- <sup>2</sup> ECON 1020 and INTS 1500 together fulfill the requirements for Scientific Inquiry: Society and Culture.
- <sup>3</sup> Common Curriculum Requirements (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>): Students are encouraged to complete Language or Scientific Inquiry: The Natural and Physical World Sequences earlier in their studies; choose one for year 1 and the other for year 2.
- <sup>4</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

## Management

This course plan is a sample schedule only. Individual course plans will vary based on incoming transfer credit, admission path to Daniels, prerequisites, availability of courses, minors, and other scheduling factors. You must meet with your Daniels academic advisor to develop an individual graduation plan for your specific needs.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
MATH 1200 <sup>1</sup>		4 INFO 1010		4 INFO 1020	4
BUS 1440		4 MGMT 2100		4 BUS 1099	0
Common Curriculum Course <sup>2</sup>		4 Common Curriculum Course <sup>2</sup>		4 ECON 1020 <sup>3</sup>	4
				Common Curriculum Course <sup>2</sup>	4
	16		16		16

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
ACTG 2200		4 FIN 2800		4 ACTG 2300	4
Common Curriculum Course		4 MGMT 2021		4 BUS 3000	4
LGST 2000		4 MKTG 2800		4 BUS 2099	0
INTZ 2501 <sup>4</sup>		1-2 Common Curriculum Course <sup>2</sup>		4 MGMT 2300	4
Common Curriculum Course <sup>2</sup>		4		Common Curriculum Course <sup>2</sup>	4
	17-18		16		16

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad		16 INFO 2020		4 MGMT 3000	4
Electives		MGMT 2420		4 MGMT 3560	4
		BUS 3099		0 MGMT Elective	4
		Common Curriculum Course		4 Elective	4
		Elective		4	
	16		16		16

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
BUS 3800		4 Advanced Seminar (ASEM)		4 MGMT Elective	4
MGMT Elective		4 MGMT Elective		4 Elective	4
Elective		4 Elective		4 Elective	4
Common Curriculum Course		4			
	16		12		12

Total Credits: 185-186

- <sup>1</sup> MATH 1200 fulfills requirements for Analytical Inquiry: The Natural and Physical World.
- <sup>2</sup> Common Curriculum Requirements (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>): Students are encouraged to complete Language or Scientific Inquiry: The Natural and Physical World sequences earlier in their studies; choose one for year 1 and the other for year 2.
- <sup>3</sup> ECON 1020 fulfills half the requirements for Scientific Inquiry: Society and Culture.
- <sup>4</sup> INTZ 2501 is required for any student who studies abroad and may be taken in any quarter within the year prior to studying abroad.

**MGMT 1988 Study Abroad Resident Credit (0-18 Credits)****MGMT 2021 Managing Complex Organizations (4 Credits)**

The course will consider the dynamics of corporate governance, beginning with a brief history of management thought and its relevance to decision-making today. It will introduce strategic planning, problem solving and the criteria for competitive market choice. It will consider risk, ethics and CSR as components to decision making. It will introduce modern organizational design and culture (including global cultures) and their impact on effective governance. It will review the dynamics of agency theory, conflict, ADR and corporate politics on governance. Prerequisite: C- in MGMT 2100 and admission to Daniels.

**MGMT 2040 Managing Human Resources (4 Credits)**

This course focuses on the administration of human resources, including the processes of personnel management and personnel systems in complex organizations, both public and private. Techniques for recruiting and staffing; orienting, training and development; motivation, performance management, employee relations, compensation systems, and reward and retention systems; and safety and health issues will be addressed. Prerequisite: C- in MGMT 2100 and admission to Daniels.

**MGMT 2100 Leading High Performance Organizations (4 Credits)**

Have you ever wondered why some organizations thrive while competitors with the same technology and capital resources fail? Often the difference is the human factors: the many ways in which savvy organizations harness the commitment and creativity of their workers. In this course, you learn about the human factors that foster career success for you and high performance for your organization. Technical skills are important entry level requirements for leaders and managers. What sets the great ones apart is their ability to motivate and inspire colleagues and employees alike. In MGMT 2100 you learn the essentials of organizational behavior and acquire a toolkit of evidence-based people skills that complement the technical skills you gain in other DCB core courses. Prerequisite: BUS 1440.

**MGMT 2300 Leading for Collaboration (4 Credits)**

Leading for Collaboration is an advanced undergraduate course to prepare students for a working environment where they are required to collaborate with others to reach individual and organizational goals. Students learn about the fundamental design principles of high-performing teams and groups, as well as how and when it is best to use them. Students also learn how to sustain team performance through effective decision-making, group communication, conflict management, and reward and motivation systems. Students also cover current topics in teams such as virtual teams, self-managed teams, and team-based innovation. Students also learn about and improve their ability for formal and informal leadership in a group or team. Prerequisites: C- in MGMT 2100 and admission to Daniels.

**MGMT 2420 Global Management (4 Credits)**

Introduction to multinational corporations and management of international profit and non-profit organizations; how management theory and practice are impacted by particular cultural contexts; analysis of current issues related to international trade and investments, and problems and opportunities of multinational operations. Prerequisites: C- in MGMT 2100 and admission to Daniels.

**MGMT 2650 Introduction to Management Consulting (4 Credits)**

This course is designed to provide a broad overview of the management consulting profession, including its industry and competitive dynamics, major practice areas, approaches to implementation, management of consulting firms and the future of consulting. In addition, emphasis is given to the practice of consulting through the development of certain high impact skills in evaluation, proposal writing, data gathering and client presentations. The course is relevant to those who: 1) are specifically interested in consulting careers, 2) have job interests that involve staff positions in corporations, 3) want to become line managers who might one day use consultants, 4) wish to develop general consulting skills and familiarity with the consulting industry. The learning process in class will consist of lectures, cases, readings, exercises and guest speakers. This wide variety of learning methods is intended to convey both the necessary knowledge and practical skills necessary for building a sound foundation for becoming a professional consultant. It is essential that everyone comes well-prepared to class, as the learning process depends heavily upon participation. Prerequisite: MGMT 2100 and admission to Daniels.

**MGMT 2700 Topics in Management (1-4 Credits)**

Consideration and in-depth analysis of current issues in the field of management. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 2988 Study Abroad Resident Credit (0-18 Credits)****MGMT 3000 Business Policy and Strategy (4 Credits)**

Management 3000 focuses on the strategic management of an organization as a whole. This course will introduce students to key decisions that top executives have to make when developing and implementing strategies, methodologies for informing those decisions, and how to interpret information from those approaches to guide strategic decision-making. Overall, from the perspective of leading an organization, students will learn how strategic decisions impact upon a firm's performance and success. Enforced Prerequisites and Restrictions: Microsoft Excel, Word, & PowerPoint certifications; BUS 2099, MKTG 2800, LGST 2000, INFO 2020, ACTG 2300, FIN 2800, and BUS 3000.

**MGMT 3010 Developing a Business Plan (4 Credits)**

This is the culminating course for the business minor. It integrates the various functional areas (e.g., business law, management, accounting, marketing, and finance) with environmental scanning, competitive strategy, market feasibility, and innovation. Students study various business models through case studies, learning what leads to business success and failure. Students also learn about the business planning process, from start to finish, and develop an actual business plan for either a new, entrepreneurial venture or an established business. Prerequisites: BUS 1000, LGST 2000, ACTG 2010, FIN 2010, and MKTG 2800. For Business minors only.

**MGMT 3100 Business Ethics and Social Responsibility (4 Credits)**

This course introduces students to ethical concepts, theories and issues as they relate to business and managerial decision making, including the social responsibilities of business. Case studies, group projects and lecture format. Cross listed with LGST 3100. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3150 Creativity, Innovation, and Design Thinking (4 Credits)**

Creativity is the #2 most important and in demand soft skill in business right now, yet very few people know how to truly leverage it. Design thinking is becoming a critical component to business relevance and competitive advantage. The primary purpose of this course is to equip you with the knowledge, tools, and processes so you can leverage your creative superpowers to problem solve and create innovative solutions based on design thinking, personally and professionally. When you leave this course, you will have sharpened a new skillset that will differentiate you and increase your value to a company, or as an entrepreneur, in today's business landscape. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3200 Employee Relations (4 Credits)**

This course provides a practical and orderly perspective on how to create an effective employer/employee relationship. Students learn the components and factors that promote and destroy effective employee relations. We learn the evolution of the labor movement in the United States and its influence on the business workplace. We learn techniques that can be used in fostering effective employee relations and learn about the challenges that face management. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3220 Leading a Not-For-Profit Organization (4 Credits)**

To educate students on management strategies to enable them to successfully lead and fund a not-for-profit (NFP) organization. Prerequisites: C- in MGMT 2100 and admission to Daniels.

**MGMT 3270 Negotiation and Dispute Resolution (4 Credits)**

The ability to negotiate effectively is critical for success in business and in everyday life. This class provides a comprehensive introduction to negotiation theory, strategies and styles within an employment context, with an emphasis on principled negotiation. Students will actively learn about negotiating by participating in a series of in-class exercises and outside readings. The exercises range from simple two-party negotiations to complex multiparty negotiations, including cross cultural negotiation and third party interventions. Prerequisites: C- in MGMT 2100 and admission to Daniels.

**MGMT 3280 Business Plan (4 Credits)**

For both startups and established companies, innovation is a critical capability, driving customer satisfaction, competitive advantage, and growth. This course provides rich, comparative exposure to alignment tools to research a customer opportunity. The course uses a combination of interactive class discussion, real-world case analysis and a team project to explore a critical thinking approach to innovation and product development, incorporating both quantitative and qualitative perspectives. As capstone this integrative course leverages accumulated coursework in application to create, design, evaluate, and analyze strategic opportunities. Also, presentations and idea challenges center on defining target customers, understanding customer needs, generating and evaluating concepts, forecasting demand, designing products and services, and confirming your hypothesis.

**MGMT 3300 Introduction to Project Management for Leaders (4 Credits)**

Project Management is a discipline which supports innovation by examining how to facilitate one time events such a constructing a building, installing a software system, taking a product to market, reengineering a marketing process, or merging an acquired company. In this course, we examine the science, practice the art, and discuss the folklore of project management to enable students to contribute to and manage projects as well as to judge when to apply this discipline.

**MGMT 3400 Leading in the Digital Age (4 Credits)**

Even before the computer Hal took over the spaceship in the film 2001: A Space Odyssey (released in 1968), we have been aware that robots and other advanced technologies would be part of our future. It is now fifty years later, and they are here! Robots (and many other technologies such as artificial intelligence) are joining the workforce. Is this a good thing? Or a bad thing? Clearly, the advent of robots will impact all aspects of work and organizations as we now know them. This course will be taught in seminar style with robust discussion, virtual field trips, and guest speakers. Topics will include: How does society benefit from the widespread adoption of advanced technologies? What jobs will be eliminated? What's left for humans? What will leadership look like in this new world? Prerequisite: MGMT 2011.

**MGMT 3500 Growth Strategies: How to Grow the Organization (4 Credits)**

This course will introduce students to the decisions on selecting among alternatives for growing organizations, including internal development, licensing and alliances, mergers and acquisitions, and how the resulting business combinations can be governed most effectively to create value for the organization. Students will learn about the relative strengths and weaknesses of the major growth modes, when to use each, how to avoid traps and errors, how managers combine the alternatives as part of a larger growth campaign and how joint value can be shared to maximize partner contributions. Overall, students will learn that how leaders select, implement and manage growth alternatives can influence the trajectory of the firm and its success. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3560 Resilient Leadership (4 Credits)**

Now more than ever, organizations need people who can thrive in uncertain and ambiguous environments, can embrace change and can inspire others with their resiliency and sense of purpose. In this course you will integrate your learnings from your management courses and prepare to be a resilient and purposeful leader in your future career. We will use a variety of activities and assignments to explore change, resilience and purpose and what they mean for you and your future colleagues and organizations. Main topics include: 1) skills and resources for individual resilience; 2) building collective resilience in groups, organizations and communities; 3) crisis management; and 4) managing and leading change.

**MGMT 3700 Topics in Management (1-8 Credits)**

Exploration of various topics and issues related to management. Prerequisites: Minimum grade C- in MGMT 2100 and admission to Daniels.

**MGMT 3708 Topics in Management (4 Credits)**

Exploration of various topics and issues related to management. Course open to Colorado Women's College students only.

**MGMT 3710 Business Process Management (4 Credits)**

Change is one of the foremost, if not the most important business topic today. To address these rapidly changing critical organizational, management, and technology issues, Business Process Management, Modeling and Analysis has become the preeminent innovative business performance technique over the past five years. This course helps all individuals to understand better Business Process Management, Modeling and Analysis by gaining insights into business process management concepts and principles, the use of process change enablers, a structured business process management methodology, business process management tools and techniques, change management and why organizations fail or succeed in implementing Business Process Management, Modeling and Analysis, highlighting five critical success factors. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3720 Knowledge Management (4 Credits)**

To become more innovative, responsive to customers and suppliers and adaptable to change, leading organizations are learning how to learn from high numbers of knowledgeable people. This course helps all individuals to understand Knowledge Management by gaining insights into knowledge managements concepts and principles, the use of knowledge management enablers, a structured methodology and framework for knowledge management, tools and techniques for knowledge management, effective change management programs for implementing knowledge management, and why organizations fail or succeed in implementing knowledge management, highlighting five critical success factors. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3730 Nongovernmental Organizations and Business (4 Credits)**

Nongovernmental Organizations (NGOs), with increasing credibility and authority, have a measurable impact on the intersection of business, government and society. NGOs are defined broadly as nonstate, nonfirm actors. NGOs may include environmental and consumer groups, business associations, labor unions, human rights organizations, church and religious groups, academic institutions, think tanks, trade and industry associations, and grassroots not-for-profit organizations. NGOs have emerged as important stakeholders in discussions over the terms and conditions under which business, government, multilateral institutions and local communities manage the process of globalization, one of the most complex issues facing public policy makers, corporate executives, and broader society. These NGOs conduct business by undertaking research, organizing boycotts, and often publicizing the shortcomings of multinational corporations in terms of social, ethical, and environmental responsibility. Yet these impressions are only the most public, and often the most negative images of NGO activism. This course examines the intersections of NGOs, MNEs and respective business practices with a goal of developing informed perspectives. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3980 Internship in Management (1-6 Credits)**

Practical experience (field study); requires written report. Prerequisites: MGMT 2100 and instructor's permission.

**MGMT 3988 Study Abroad Resident Credit (0-18 Credits)****MGMT 3991 Independent Study (1-10 Credits)**

Independent research/study; requires written report. Prerequisites: MGMT 2100 and instructor's permission.

## Marketing

**Office:-**

**Daniels College of Business, Suite 480 Mail Code: 2101 S.University Blvd.Denver, CO 80208-**

**Phone: 303-871-3317-**

**Web Site: <https://daniels.du.edu/marketing/>**

While advertising is part of marketing, it is not ALL of marketing. Peter Drucker, a very famous businessperson, describes the role of marketing in business this way: *"Because the purpose of business is to create a customer, the business enterprise has two—and only two—basic functions: marketing and innovation. Marketing and innovation produce results; all the rest are costs. Marketing is the distinguishing, unique function of the business."*

In our program, we will help you learn to solve marketing problems, to innovate, to think strategically, critically and creatively about the information with which you are presented, as well as to communicate your thoughts effectively. You will work in teams, you will think globally about marketing, you will be able to recognize the ethical and legal issues with which you may be confronted. You will also consider the digital opportunities available as you practice using your marketing knowledge to create value for customers, shareholders, employees, and other stakeholders of the business.

We will expect you to take responsibility for your learning by attending every class, contributing to your teams and to your class discussions, keeping your word, and reaching your goals.

Marketing is an exciting area that addresses many of the changes taking place in business-to-consumer and business-to-business environments. Our field includes digital and other media promotions including working for either clients or ad agencies, planning social and mobile campaigns, and analyzing the results of your work. We prepare you to go into business-to-business sales or to be part of a global marketing organization, to work in supply chain management or in services marketing. Our internship program is one of the best in the college. You will have many opportunities available to secure at least one internship over the course of your studies. Students have found that the experience gained through the internship process has helped them better understand classroom discussion topics.

Along with the required major courses of consumer behavior, marketing research, professional selling, digital marketing, international marketing and integrated marketing strategy, you will take three electives chosen from a very broad selection of courses.

## Marketing Major

### Bachelor of Science in Business Administration Marketing Major Requirements

(185 credits required for the degree (p. 98))

Minimum of 36 credits. Requirements include:

Code	Title	Credits
MKTG 2910	Consumer Behavior	4
MKTG 2930	Methods of Marketing Research	4
MKTG 3110	The Power of Professional Selling	4
MKTG 3480	Foundations of Digital Marketing	4
MKTG 3630	International Marketing <sup>1</sup>	4
MKTG 3950	Integrative Marketing Strategy	4
<b>Electives</b>		
12 Credits in Any 2000- or 3000-level MKTG elective		12
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> Students pursuing a double major in Marketing and International Business will take MKTG 3630 as part of their International Business Core Cluster requirements. This course will **not** be able to count toward requirements for both majors simultaneously. Instead, students should consult their advisor to select an approved course substitution for the Marketing major.

## Marketing Minor

### Minor Requirements

The Marketing minor is available to all traditional DU undergraduate students. Business majors will complete 20 credits, and students pursuing a major other than Business will complete 24 credits.

Students may not pursue both the Marketing minor and the Sales Leadership minor.

24 credits, including:

Code	Title	Credits
MKTG 2800	Introduction to Marketing <sup>1,2</sup>	4
<b>Electives <sup>3</sup></b>		<b>20</b>
20 hours of MKTG course work at the 2000 or 3000 level		
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> BSBA and BSAcc students take Introduction to Marketing (MKTG 2800) as part of the Business Core.

<sup>2</sup> Non-business majors with a minor in both Business Administration and Marketing cannot count MKTG 2800 toward both minors simultaneously. Instead, an additional MKTG prefix course will be required for the Marketing minor.

<sup>3</sup> Any minor course substitutions must be pre-approved by the Marketing Department Chairperson (e.g., internship and independent study). MKTG 3950 is only available for Marketing majors.

## Sales Leadership Minor

### Minor Requirements

The Sales Leadership minor is open to all undergraduate students of the University of Denver.

This minor advances the standards and best practices of the sales profession, and prepares students for sales careers. Business majors will complete 20 credits, and students pursuing a major other than Business will complete 24 credits.

Students may not pursue the Sales Leadership minor with a Marketing major or minor.

Program requirements are listed below:



Code	Title	Credits
<b>Prerequisite</b>		
MKTG 2800	Introduction to Marketing <sup>1,2</sup>	
<b>Required</b>		
MKTG 3110	The Power of Professional Selling	4
MKTG 3130	Selling in a Digital World	4
MKTG 3140	Sales Management and Leadership	4
<b>Complete two courses from the following</b>		<b>8</b>
MKTG 2920	Business-to-Business Marketing	
MKTG 3380	Supply Chain Management	
MKTG 3704	Topics in Marketing	
MKTG 3705	Topics in Marketing	
MKTG 3480	Foundations of Digital Marketing	
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> BSBA and BSACC students take Introduction to Marketing (MKTG 2800) as part of the Business Core.

<sup>2</sup> Non-business majors with a minor in both Sales Leadership and Business Administration cannot count MKTG 2800 toward both minors simultaneously. Instead, an additional MKTG prefix course will be required for the Sales Leadership minor.

## Requirements for Distinction in the Major in Marketing

Upon reaching 90 credit hours completed, students with a 3.50 cumulative GPA or higher, and a 3.85 Daniels GPA or higher, are invited to either create a portfolio of in-depth business experiences or to write a thesis to earn Distinction. See Daniels Undergraduate Programs or faculty in the department for more information.

This course plan is a sample schedule only. Individual course plans will vary based on incoming transfer credit, admission path to Daniels, prerequisites, availability of courses, minors, and other scheduling factors. You must meet with your Daniels academic advisor to develop an individual graduation plan for your specific needs.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
MATH 1200 <sup>1</sup>		4 INFO 1010		4 INFO 1020	4
BUS 1440		4 ECON 1020 <sup>3</sup>		4 BUS 1099	0
Common Curriculum Course <sup>2</sup>		4 Common Curriculum Course <sup>2</sup>		4 MGMT 2100	4
				Common Curriculum Course <sup>2</sup>	4
	<b>16</b>		<b>16</b>		<b>16</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
ACTG 2200		4 BUS 3000		4 ACTG 2300	4
LGST 2000		4 FIN 2800		4 BUS 2099	0
MKTG 2800		4 INTZ 2501 <sup>4</sup>		2 INFO 2020	4
Common Curriculum Course <sup>2</sup>		4 MKTG 2910		4 MKTG 3110	4
		Common Curriculum Course <sup>2</sup>		4 Common Curriculum Course <sup>2</sup>	4
	<b>16</b>		<b>18</b>		<b>16</b>

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad		16 MKTG 2930		4 MGMT 3000	4
Elective		MKTG 3630		4 MKTG 3480	4
		MKTG Elective		4 MKTG Elective	4
		Common Curriculum Course		4 BUS 3099	0
				Common Curriculum Course	4
	<b>16</b>		<b>16</b>		<b>16</b>

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
BUS 3800		4 MKTG 3950		4 Advanced Seminar (ASEM)	4
MKTG Elective		4 Elective		4 Elective	4
Elective		4 Elective		4 Elective	4

Common Curriculum Course	4		
	16	12	12

Total Credits: 186

- <sup>1</sup> MATH 1200 fulfills requirements for Analytical Inquiry: The Natural and Physical World.
- <sup>2</sup> Common Curriculum Requirements (<http://bulletin.du.edu/undergraduate/undergraduateprograms/traditionalbachelorsprogram/degreesanddegreerequirements/>): Students are encouraged to complete Language or Scientific Inquiry: The Natural and Physical World sequences earlier in their studies; choose one for year 1 and the other for year 2.
- <sup>3</sup> ECON 1020 fulfills half the requirements for Scientific Inquiry: Society and Culture.
- <sup>4</sup> INTZ 2501 is required for any student who studies abroad and may be taken in any quarter within the year prior to studying abroad.

#### **MKTG 1988 Study Abroad Resident Credit (0-18 Credits)**

#### **MKTG 2800 Introduction to Marketing (4 Credits)**

Marketing is, at its core, the interface a company has with its customers, and what could be more important in business? This introductory course is a must for any business professional, and anyone seeking to be a savvy consumer or to learn about promoting oneself. It is a challenging, hands-on course with an integrated approach to learning the basic fundamentals of the subject. It develops a student's ability to make sound marketing decisions using real information from the external environment to determine market feasibility for a product or service. The course has a segmented approach, allowing students to practice application of important concepts in the classroom and engage in teamwork. The segments build upon one another to allow students to create a complete and logically reasoned marketing plan or to participate in a marketing simulation. In teams, students prepare a written report and deliver an oral presentation about their marketing plan, or submit decisions for the marketing simulation. Restriction: Students cannot take this course as a first-year student. Prerequisites: (MGMT 2100 and INFO 1020) or Marketing Minor Non-Business 1. Students must earn a minimum grade of C- in MKTG 2800 in order to progress further in MKTG major/minor courses.

#### **MKTG 2910 Consumer Behavior (4 Credits)**

Understanding customers is an essential role for a marketer and this course provides important context for strategic and tactical decision making. This course gives students a fascinating look at why consumers buy what they do, where there is often more to it than meets the eye. CB uses frameworks from psychology, sociology, and other disciplines to describe how consumers learn and how they arrive at purchase decisions. The course also delves deeper into consumer demographic and psychographic characteristics. Concepts are integrated and applied as students consider how they have impacted or could affect their own lives, personally or as marketers. Prerequisite: C- in MKTG 2800.

#### **MKTG 2920 Business-to-Business Marketing (4 Credits)**

What is a Market? It is a problem-solving mechanism to meet the needs of individuals and organizations. Organizations are customers too, and the B2B market is the largest of all the markets, far surpassing the consumer market in dollar value. End consumers may need to be aware of what happens behind the scenes. Still, a lot of business activity must be undertaken, with the business-to-business sector being the largest employer for most companies. Today's fast-paced markets require professionals who are problem-solving across organizations and end consumers. This course teaches students how to succeed in markets through problem-solving and interpersonal relationships. PREREQ: MKTG2800.

#### **MKTG 2930 Methods of Marketing Research (4 Credits)**

In today's dynamic business environment organizations must do more than have a great product or service. Businesses must now invest in discovering what the needs of their customers are and anticipate what their customers' future wants will be to remain competitive. This course instructs students in the customer "discovery process" by teaching them the methods of collecting and analyzing qualitative and quantitative data, learning appropriate research concepts, and presenting marketing research results to internal and external customers. In this course, students will gain hands-on market research experience specifically by designing surveys, conducting customer interviews, and performing various analyses on the data they collected to support their research recommendations. Prerequisites: MKTG 2800 and INFO 1020.

#### **MKTG 2988 Study Abroad Resident Credit (0-18 Credits)**

#### **MKTG 3110 The Power of Professional Selling (4 Credits)**

Do you want to have multiple job offers when you graduate? Studies suggest that students who embrace sales as a professional career are in greater demand than any other type of job. This course explores sales as an integral part of your personal and professional development. Students will learn the importance of moving others through non-sales selling as well as how to create value for customers. The coursework includes opportunities to put theory into action through a series of team and individual selling activities and challenges. Ultimately, this course will help students develop skills that make them more capable advocates and influencers in their lives and careers. PREREQ: MKTG 2800.

#### **MKTG 3130 Selling in a Digital World (4 Credits)**

Selling is no longer about knocking on doors and cold-calling strangers. Business has been disrupted by the integration of digital processes and communication. As power continues to shift to customers, sales professionals must be equipped to build relationships and create value in a digital world. In this course, students will learn how to leverage the power of digital selling in the way salespeople manage interactions with customers, solve problems, and measure their impact. Through lecture, activities, and weekly interactions with sales professionals, students will build on their foundation of sales concepts to learn how to create value for their future stakeholders. Prerequisites: MKTG 2800.

**MKTG 3140 Sales Management and Leadership (4 Credits)**

Salespeople are the primary channel of communication between enterprise and customers and therefore, managing them is of paramount importance to sales organizations. Studies suggest that students who undertake sales curriculum are more likely to land a sales job upon graduation and have a higher success rate in their first position. This course uses lectures, case studies, and role-plays to cover critical topics in salesforce management and sales leadership including recruiting, training, deployment, compensation, and evaluation.

**MKTG 3220 Customer Experience Management (4 Credits)**

Customer Experience (CX) is a customer's brand perception throughout all aspects of the buying journey. As companies integrate with digital platforms, customers are now demanding to connect with brands before purchasing and beyond the features and benefits of a product or service. Marketers are utilizing customer insights, digital preferences, Open AI, and analytics to execute and deliver an outstanding end-to-end customer experience and build brand loyalty. This is a client-project-based course that explores the 5-component framework of customer experience (CX) strategy and includes digital user experience (UX), brand experience (BX), and stakeholder experience (SX) to understand how marketing efforts can drive brand loyalty. Through industry-relevant concepts such as customer journey mapping, CX ecosystem, ESG standards, voice of the customer (VoC), and other stakeholders' experiences, students will gain a tactical understanding and execution of customer experience management plans. This is an eight-week course and includes two-day experiential learning opportunity at our Kennedy Mountain Campus (KMC). There will be a course fee for use of KMC, which is \$75.00 per student. Student must attend the weekend retreat.

**MKTG 3380 Supply Chain Management (4 Credits)**

Take a look around you to see everything that was designed, planned, procured, manufactured, and fulfilled through a complex and dynamic arrangement of supply chains. As a consumer, you do not need to understand how it happens, but the success of these systems impacts our lives, for better or worse. This course addresses the challenges and illustrates the tools required to build, maintain, and expand global supply chains. The course discusses the "six pillars" of the supply chain that commences through the design and ideation process and ends with a discussion on sustainability. Students will learn structured problem-solving to understand and run these global operations. Prerequisite: MKTG 2800.

**MKTG 3400 Introduction to Advertising (4 Credits)**

Tap into your creativity and get some practical experience with this popular and omnipresent form of promotion. This course introduces students to the field of advertising and gives them the opportunity to experiment with strategic and creative ideas in developing a persuasive campaign. Students will learn practical ideas for identifying and understanding target markets, developing design concepts with strong copy, and related considerations for many forms of media and integrations of them. They will work together on a team project and presentation to practice these concepts. Prerequisite: MKTG 2800.

**MKTG 3435 SXSWi: Marketing, Technology & Innovation (4 Credits)**

This class is focused on documenting/sharing lessons learned from the SXSWi conference in Austin Texas, the premier innovation conference in the US. The course is divided into two distinct halves. First, we will research the SXSWi sessions around subject matter and speaker background as well as planning the final deliverable that summarizes the entire SXSWi event. The second half includes participation in the conference to learn the most up-to-date digital marketing techniques in social, mobile, data and usability. Prerequisite: MKTG 2800.

**MKTG 3450 Advertising Media Strategy (4 Credits)**

This is not your grandparents' media landscape, or even your parents' for that matter! And it is no simple task to reach today's consumer with advertising. The world of media is ever changing; with the digital revolution, media planners and buyers face more challenges than ever. In this course, students learn the process of advertising media planning and the role it plays in campaign development. The course provides students an opportunity to create a media plan and creative materials and present them to a "real world" client. Recent clients for student projects have included General Motors (Cadillac) and Altitude Sports. Prerequisite: MKTG 2800 & MKTG 3400.

**MKTG 3460 Advertising Creative Strategy (4 Credits)**

This course provides an opportunity to go even further with advertising concepts and strategy. Students learn what it takes to collaborate with a team in creating brand-building, power ideas, focusing on a campaign assignment for a real product. Students work from strategy brief through to execution. The course includes evaluation of one's own work and that of others, application of theories about the presentation of information and images, and strengthening of presentation skills. Creativity is emphasized in all tasks, from ad design through media selection to presentations. Prerequisite: MKTG 2800.

**MKTG 3465 Data Science for Marketers (4 Credits)**

Data is an essential part of (digital) marketing. In fact, data enables the promise of digital marketing: real-time feedback enabling businesses, marketing campaigns to pivot and become predictive. We'll cover what it takes to become a data-driven organization and how to tell stories through data.

**MKTG 3475 Mobile Marketing (4 Credits)**

Smartphones are the device for today's consumer. Mobile usage easily eclipses all other digital venues, and you will be learning how to harness this ever-evolving field. Knowledge of mobile search, mobile applications, mobile advertising, and location-based services are essential for today's business leaders. This course covers how mobile marketing is defining business today, including strategy, tracking ROI, advertising, mobile websites, mobile apps, text messaging, QR codes, and the laws and ethics of mobile marketing. Students will use the design thinking process to design a mobile app and create a prototype of the app to solve their target market's problem. At the end of the course, students will deliver a prototype of the mobile app and a mobile marketing plan to promote their mobile tactics. PREREQ: MKTG 2800.

**MKTG 3480 Foundations of Digital Marketing (4 Credits)**

According to LinkedIn, the "Digital Marketing Specialist" role is among the top 10 most in-demand jobs in the USA. Knowing how to utilize digital marketing tools as part of a business strategy is critical in today's marketplace. This course provides the knowledge and skills necessary to plan and implement a digital marketing strategy, create and manage digital marketing campaigns, and select and utilize the most effective tools and technologies to achieve the business's objectives. This is a hands-on course where students will learn how to successfully integrate online tools, including user experience (UX), search engine optimization, pay-per-click advertising, email marketing, content marketing, reputation management, social media, and AI (e.g., ChatGPT.com / WriteSonic.com), within the overall marketing mix. Through simulations, certifications, and in-class assignments, students will acquire the fundamental digital experience that is a "must-have" for a marketing career in today's workplace.

**MKTG 3485 Search Engine Marketing: Google Analytics & Google Ads (4 Credits)**

Search marketing is the cornerstone of many digital marketing campaigns. An understanding of consumers' search behavior provides deep insight into how people make purchasing decisions and form brand affinities. This course examines the strategic use of search engine optimization in marketing to build profitable customer relationships. Topics in the course will include consumer search behavior, search engines and algorithms, website user-experience, on- and off-page SEO, and strategies for conducting SEO campaigns for traditional and niche search engines. The course is designed to teach the fundamentals of SEO through experience with Google Ads and Google Analytics. By the end of this course, students obtain relevant and applicable certifications in search engine marketing. PREREQ: MKTG 2800.

**MKTG 3490 Social Media Marketing (4 Credits)**

Social Media Marketing is used by marketers to increase brand awareness, identify key audiences, generate leads, and build meaningful relationships with customers. Social media allows businesses to gain a competitive advantage through the creation and distribution of valuable, relevant, and consistent content to attract and retain clearly defined audiences. Marketing professionals entering the workforce today need to be equipped with how to utilize new and constantly updated social media marketing strategies for businesses. By the end of the course, students will know how to implement a successful content strategy for multiple platforms including but not limited to Facebook, Instagram, Twitter, Snapchat, Pinterest, LinkedIn, and YouTube. We will be working with real-world clients and scenarios to help them drive marketing ROI! PREREQ: MKTG 2800.

**MKTG 3495 Tech in Marketing: Design Tools and Digital Foundations (4 Credits)**

"Software is eating the world." That was the quote from Marc Andreessen way back in 2011. His point was now that software had disrupted the tech industry, it was now evolving into every other industry. Agriculture. Mass transit. Construction. Everything. This prediction has become true with companies like Google and Uber. We're at a point where coding/technology are now a matter of literacy. We are going to work together as a class to make you more literate. We are going to learn how to utilize digital design tools such as Adobe Photoshop and Illustrator to create brand imagery. We'll then move on to learn HTML/CSS and APIs: the building blocks of the Internet. We'll also spend some time prototyping software such as Axure and tap into memes and Gifs. This will be a tactical, hands-on, and fun class. Cross-listed with MKTG 4845. Prerequisite: MKTG 2800.

**MKTG 3630 International Marketing (4 Credits)**

The shrinking planet and constant pressure to maintain a firm's growth mean that global marketing continues to grow in importance. This course introduces the various economic, social, cultural, political, and legal dimensions of international marketing from conceptual, methodological and application perspectives, and emphasizes how these international environmental factors should affect, and can be integrated into, marketing programs and strategies. This course provides students with methods for analyzing world markets and their respective consumers and environments, and to equip students with the skills in developing and implementing marketing strategies and decision making in international context. It is designed based on a combination of lectures and discussions of relevant concepts, case analyses of real global marketing issues, videos and readings from the business press, country snapshots, and a group research project in which student teams launch a discrete product in a foreign country of their choice. Prerequisite: MKTG 2800.

**MKTG 3635 International Consumer Behavior (4 Credits)**

The focus of this course is to introduce the complex role that consumer behavior and consumption plays within an international context. Knowledge of customers is one of the cornerstones for developing sound business strategies, and there is a need to better understand the diverse aspects of consumer behavior that marketers must cater to in the global marketplace. As the study of consumer behavior draws upon marketing, psychology, economics, anthropology, and other disciplines, the added complexity of understanding it beyond ones' home market results in additional challenges and opportunities. Consumer behavior attempts to understand the consumption activities of individuals as opposed to markets, and as this course will demonstrate, consumption activities are not universal. The course will focus on both consumer behavior theory, as well as the integration of regional, global, and cultural variables that marketers must account for in developing marketing programs in strategies. Topics such as global consumer culture, values and consumption, international consumer attributes, international social and mental processes, will be used to help comprehend and explain the convergence and divergence of consumer behavior in the global marketplace. The goal of this course is to provide a more concrete understanding of how marketers account for similarities and differences in the development and implementation of marketing practices, in the field of advertising, product and service development and usage, retailing, and communications. Cross-listed with MKTG 4635.

**MKTG 3640 Services Marketing (4 Credits)**

Because of the prevalence of services in the modern economy, exposure to practical ideas for business improvement makes this a valuable course for nearly any student. The unique challenges of selling the "invisible" characteristics inherent to services marketing are identified and addressed. Students will investigate customer requirements, alignment of service design and standards, service failure and recovery strategies, and the importance of long-term customer relationships to service organizations. Students will apply a variety of concepts to actual service businesses through cases and experiential learning that contribute significantly to the student's overall understanding of the service environment. Prerequisite: MKTG 2800.

**MKTG 3650 Innovation Strategies (4 Credits)**

This course is a fresh and dynamic course, which both challenges and leverages traditional marketing thinking in new and creative ways. Students read a variety of pieces from contemporary thought-leaders in the world of business, marketing, philosophy, and education to give context and perspective to innovative thinking and ideation techniques which are relevant and necessary for today's marketing leaders. Hands-on activities, reality-based projects, and interactive debates are the hallmarks of this course. Recent guest speakers have included William Espey (CMO, Chipotle), Justin Breseler (VP Marketing, Visit Denver) and recent alumni. One past Innovation Strategies student recently said, "After going through this intellectually stimulating class marketing no longer feels like consumer manipulation but rather it feels like strategy, design, and solutions that can come together and make culture and business better – it is really important." Prerequisite: MKTG 2800.

**MKTG 3660 Sports & Entertainment Marketing (4 Credits)**

There are few products about which consumers are more passionate than their sports and entertainment expenditures, so this topic is always an exciting one in marketing. This course provides an in-depth look at the processes and practices of marketing sports, concerts, film and other entertainment. The course emphasizes the practical use of advertising, promotion and public relations in creating athlete or entertainer images, providing a quality fan experience, promoting sponsorship or driving event ticket sales. Cross listed with MKTG 4660. Prerequisite: MKTG 2800.

**MKTG 3704 Topics in Marketing (1-4 Credits)**

Topics in Marketing.

**MKTG 3705 Topics in Marketing (4 Credits)****MKTG 3950 Integrative Marketing Strategy (4 Credits)**

You may have heard the saying that "The journey is as important as the destination." In organizations the corollary is that strategic planning is as important as the plan. As a result, the planning process has become increasingly important for all business functions (e.g., production, accounting, R & D, marketing). The objective of this course is to enable students to utilize a rigorous planning process to develop marketing programs. This activity involves integrated problem-solving using concepts, theories, and primary and secondary information, and is characterized by logical use of facts leading to alternatives, which in turn lead to solutions. By the end of the course students should be able to develop effective marketing programs, and to understand the applications and limitations of the principal planning tools a marketing manager has at their disposal. This course needs to be taken within 2 quarters of graduation. Prerequisites: MKTG 2800, MKTG 2910, and MKTG 2930.

**MKTG 3980 Marketing Internship (1-8 Credits)**

We learn by doing. That's what a marketing internship at Daniels is all about. Recent studies show that one to three internships on a resume go a long way towards landing that first job in marketing. At Daniels, we network with some of the top marketers in Denver and across the US. Our marketing students have worked at National CineMedia, Integer Advertising, Bank of America, Enterprise, Northwestern Mutual Insurance, eBags, Crispin-Porter + Bogusky, Einstein's, Johns Manville, Ski Magazine, the Pepsi Center, 15 Million Elephants, Flextronics, Merrill Lynch, Dish Network, AEG Live, Altitude Sports & Entertainment, and the list goes on. Not only will you earn school credit, but you may also very well land a paid internship, and eventually a full-time job.

**MKTG 3988 Study Abroad Resident Credit (0-18 Credits)****MKTG 3991 Independent Study (1-10 Credits)**

Independent study provides opportunities for the capable student to do special work under individual supervision in areas not covered by class offerings. Undergraduate students should demonstrate qualities necessary for interested and intensive inquiry. The topic and outline must be agreed upon by the student with the approval of the instructor and department concerned. Restricted to marketing majors. Prerequisites: Marketing major and instructor's permission.

## Mathematics

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The Department of Mathematics offers a bachelor of arts in mathematics, bachelor of arts in mathematics with concentration in finance, bachelors of science in mathematics, and bachelor of science in mathematics with concentration in artificial intelligence. These programs provide a strong foundation in theoretical and applied mathematics with particular emphasis on the development of logical and analytical problem-solving skills. This major is often combined with a major or minor in natural sciences, computer science, business and related fields. It is an excellent preparation for graduate school in quantitative subjects. Math majors find jobs in academia, high-tech industry, financial industry and government agencies, with positions including research mathematician, applied mathematician, engineer, data analyst, computer programmer, financial analyst, economist, actuary and teacher.

# Majors

## Bachelor of Arts

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

This degree requires completion of 48 credits of MATH courses numbered 1951 or higher, including at least 20 credits at the 3000-level or higher. The following courses are required:

Code	Title	Credits
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
MATH 2060	Elements of Linear Algebra	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4
MATH 2200	Mathematical Reasoning & Proof	4
MATH 3161	Introduction to Real Analysis	4
MATH 3170	Introduction to Abstract Algebra	4
Additional Courses		12
<b>Total Credits</b>		<b>48</b>

### Note

- In addition, students must complete the ETS Major Field Test in Mathematics as instructed by the department, and satisfy all requirements for the Bachelor of Arts degree as outlined in the University of Denver Undergraduate Bulletin.
- It is recommended that students take MATH 3151 Advanced Linear Algebra after MATH 2200 Mathematical Reasoning & Proof but before MATH 3161 Introduction to Real Analysis and MATH 3170 Introduction to Abstract Algebra.

## Bachelor of Arts with a Concentration in Finance

### Bachelor of Arts with a Concentration in Finance Major Requirements

(183 credits required for the degree (p. 92))

This degree requires completion of 48 credits of MATH courses numbered 1951 or higher, including at least 20 credits at the 3000-level or higher. In addition, ACTG 2200, FIN 2800 and at least 12 credits in FIN courses at the 3000-level or higher are required. Students should work with Daniels advisors in order to make appropriate choices. The following courses are required:

Code	Title	Credits
<b>Mathematics</b> <sup>1</sup>		
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
MATH 2060	Elements of Linear Algebra	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4
MATH 2200	Mathematical Reasoning & Proof	4
MATH 3080	Introduction to Probability	4
MATH 3161	Introduction to Real Analysis	4
Select one of the following:		4
MATH 3170	Introduction to Abstract Algebra	
MATH 3151	Advanced Linear Algebra	
Math Electives		8
<b>Business</b> <sup>2</sup>		
ACTG 2200	Introduction to Financial Reporting	4



FIN 2800	Financial Decision Making	4
FIN Electives		12
<b>Total Credits</b>		<b>68</b>

**Notes**

- In addition, students must complete the ETS Major Field Test in Mathematics as instructed by the department, and satisfy all requirements for the Bachelor of Arts degree with concentration in Finance as outlined in the University of Denver Undergraduate Bulletin.
- Students may enroll in ACTG 2200 Introduction to Financial Reporting only if they are formally enrolled in this degree, have completed MATH 2200 Mathematical Reasoning & Proof and have Microsoft Excel certification.
- Students in this program should work with Daniels advisors in order to make appropriate choices for 3000-level FIN electives, and ensure that prerequisites are followed.
- Students in this degree are not eligible for a Finance minor. Good choices for complementary minors include economics, statistics, or computer science.

**Bachelor of Science****Bachelor of Science Major Requirements**

(183 credits required for the degree (p. 95))

This degree requires completion of 52 credits of MATH courses numbered 1951 or higher, including at least 24 credits at the 3000-level or higher. The following courses are required:

Code	Title	Credits
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
MATH 2060	Elements of Linear Algebra	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4
MATH 2200	Mathematical Reasoning & Proof	4
MATH 3161	Introduction to Real Analysis	4
MATH 3170	Introduction to Abstract Algebra	4
A MATH course at the 3000-level or higher that (a) is different from MATH 3161 and MATH 3170 and (b) has either MATH 2200 or another 3000-level MATH course as a prerequisite.		4
Additional courses		12
<b>Total Credits</b>		<b>52</b>

**Notes**

- In addition, students must complete the ETS Major Field Test in Mathematics as instructed by the department, and satisfy all requirements for the Bachelor of Science degree as outlined in the University of Denver Undergraduate Bulletin.
- It is recommended that students take MATH 3151 Advanced Linear Algebra after MATH 2200 Mathematical Reasoning & Proof but before MATH 3161 Introduction to Real Analysis and MATH 3170 Introduction to Abstract Algebra.
- Students are encouraged to complete the analysis sequence MATH 3161 Introduction to Real Analysis, MATH 3162 Introduction to Real Analysis II, MATH 3110 Topology, or the algebra sequence MATH 3170 Introduction to Abstract Algebra, MATH 3166 Group Theory, MATH 3176 Rings and Fields.

**Bachelor of Science with a Concentration in Artificial Intelligence****Bachelor of Science with a Concentration in Artificial Intelligence Major Requirements**

(183 credits required for the degree)

This degree requires completion of 56 credits of MATH courses numbers 1951 or higher, including 28 credits at the 3000-level or higher.

Code	Title	Credits
Required Courses		
MATH 1951	Calculus I	4
MATH 1952	Calculus II	4

MATH 1953	Calculus III	4
MATH 2060	Elements of Linear Algebra	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4
MATH 2200	Mathematical Reasoning & Proof	4
MATH 3080	Introduction to Probability	4
MATH 3151	Advanced Linear Algebra	4
MATH 3161	Introduction to Real Analysis	4
MATH 3170	Introduction to Abstract Algebra	4
MATH 3600	Numerical Analysis	4
Additional two Math of AI topics courses from among the following		8
MATH 3605	Mathematics of Complex Networks	
MATH 3610	Machine Learning: Linear Models and Regression	
MATH 3615	Statistics and Stochastic Methods	
<b>Total Credits</b>		<b>56</b>

#### Notes

- Students need to satisfy a programming requirement that can be satisfied by COMP 1351, COMP 1671, or by the new proposed course MATH 1800 Programming for Mathematicians
- It is recommended that students take MATH 3151 Advanced Linear Algebra after MATH 2200 Mathematical Reasoning & Proof but before MATH 3161 Introduction to Real Analysis and MATH 3170 Introduction to Abstract Algebra.
- In addition, students must complete the ETS Major Field Test in Mathematics as instructed by the department and satisfy all requirements for the Bachelor of Science degree with concentration in Artificial Intelligence as outlined in the University of Denver Undergraduate Bulletin.

## Secondary Major

### Secondary Major

48 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

This minor requires completion of at least 20 credits in MATH courses numbered 1951 or higher. COMP 2300 Discrete Structures in Computer Science may be counted toward the math minor. Courses not covered by these requirements must be approved in writing by a mathematics faculty advisor.

### Requirements for Distinction in the Major in Mathematics

- Complete at least one of the following tracks with a GPA of 3.5 or more:
  - Analysis Track: MATH 3161 Introduction to Real Analysis, MATH 3162 Introduction to Real Analysis II, MATH 3110 Topology.
  - Algebra Track: MATH 3170 Introduction to Abstract Algebra, MATH 3166 Group Theory, MATH 3176 Rings and Fields.
- Complete an honor thesis.

The course plans below are intended to give students an example of how they might complete their degree requirements in four years. All of the required courses are included, but the quarters in which certain courses are taken can vary significantly from student to student.

For the first quarter of the first year, math majors are typically advised to take an FSEM, at least one math course (MATH 1951, or something else depending on credit earned through examinations (<http://bulletin.du.edu/undergraduate/undergraduateprograms/examinations/>)) and enough other credits so that the student is enrolled in 16 or more credits total. Those additional other credits may include common curriculum courses, courses in a second major or minor, or electives.

## Bachelor of Arts in Mathematics

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
MATH 1951	4	MATH 1952	4	MATH 1953	4
SI: Natural	4	SI: Natural	4	SI: Natural	4

Al: Society	4	Sl: Society	4	Al: Society	4
	16		16		16
<b>Second Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
MATH 2060	4	MATH 2070	4	MATH 2080	4
MATH 2200	4	Sl: Society	4	MATH 3151 <sup>1</sup>	4
Language sequence	4	Language sequence	4	Language sequence	4
Minor	4	Minor	4	Minor	4
		INTZ 2501 <sup>3</sup>		1-2	
	16		17-18		16
<b>Third Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Study Abroad	16	MATH 3170 <sup>2</sup>	4	MATH 3161 <sup>2</sup>	4
		Minor	4	Minor	4
		Elective	4	Elective	4
		Elective	4	Elective	4
	16		16		16
<b>Fourth Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ASEM	4	MATH Elective	4	MATH Elective	4
Elective	4	Elective	4	Elective	4
Elective	4	Elective	4	Elective	4
Elective	4	Elective	4	Elective	4
	16		16		16

Total Credits: 193-194

<sup>1</sup> MATH 3151 is not required, but is recommended after taking MATH 2200 but before taking MATH 3161 or MATH 3170<sup>2</sup> Besides MATH 3161 and MATH 3170, an additional 12 MATH credits at the 3000-level are required<sup>3</sup> INTZ 2501 (<http://bulletin.du.edu/search/?P=INTZ%202501>) is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad

## Bachelor of Science in Mathematics

<b>First Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
MATH 1951	4	MATH 1952	4	MATH 1953	4
Sl: Natural	4	Sl: Natural	4	Sl: Natural	4
Al: Society	4	Sl: Society	4	Al: Society	4
	16		16		16
<b>Second Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
MATH 2060	4	MATH 2070	0-4	MATH 2080	4
MATH 2200	4	Sl: Society	4	MATH 3151 <sup>3</sup>	4
Language sequence	4	Language sequence	4	Language sequence	4
Minor 1 <sup>1</sup>	4	Minor 1	4	Minor 1	4
		INTZ 2501 <sup>2</sup>		1-2	
	16		13-18		16
<b>Third Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Study Abroad	16	MATH 3170 <sup>4</sup>	4	MATH 3161 <sup>4</sup>	4
		Minor 1	4	Minor 1	4
		Minor 2	4	Minor 2	4
		Elective	4	Elective	4
	16		16		16
<b>Fourth Year</b>					
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ASEM	4	MATH Elective	4	MATH Elective	4
MATH Elective	4	Minor 2	4	Minor 2	4

Minor 2	4 Elective	4 Elective	4
Elective	4 Elective	4 Elective	4
	<b>16</b>	<b>16</b>	<b>16</b>

Total Credits: 189-194

- <sup>1</sup> For the BS, one of the two minors must come from a BS-granting department (e.g., a Natural Science or Computer Science).
- <sup>2</sup> INTZ 2501 (<http://bulletin.du.edu/search/?P=INTZ%202501>) is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.
- <sup>3</sup> MATH 3151 is not required, but is recommended after taking MATH 2200 but before taking MATH 3161 or MATH 3170.
- <sup>4</sup> Besides MATH 3161 and MATH 3170, an additional 16 MATH credits at the 3000-level are required. One of these 16 credits, four must be from a course that has either MATH 2200 or another 3000-level MATH course as a prerequisite.

Students are encouraged to complete the analysis sequence MATH 3161 (<http://bulletin.du.edu/search/?P=MATH%203161>) Introduction to Real Analysis, MATH 3162 (<http://bulletin.du.edu/search/?P=MATH%203162>) Introduction to Real Analysis II, MATH 3110 (<http://bulletin.du.edu/search/?P=MATH%203110>) Topology, or the algebra sequence MATH 3170 (<http://bulletin.du.edu/search/?P=MATH%203170>) Introduction to Abstract Algebra, MATH 3166 (<http://bulletin.du.edu/search/?P=MATH%203166>) Group Theory, MATH 3176 (<http://bulletin.du.edu/search/?P=MATH%203176>) Rings and Fields.

## Bachelor of Arts with Concentration in Finance

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
MATH 1951		4 MATH 1952		4 MATH 1953	4
SI: Natural		4 SI: Natural		4 SI: Natural	4
Al: Society		4 SI: Society		4 Al: Society	4
		<b>16</b>		<b>16</b>	<b>16</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
MATH 2060		4 MATH 2070		0-4 MATH 2080	4
MATH 2200		4 SI: Society		4 MATH 3151 <sup>2</sup>	4
Language sequence		4 Language sequence		4 Language sequence	4
Minor		4 Minor		4 Minor	4
		INTZ 2501 <sup>1</sup>		1-2	
		<b>16</b>		<b>13-18</b>	<b>16</b>

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad		16 MATH 3080		4 MATH 3161 <sup>2</sup>	4
		ACTG 2200		4 FIN 2800	4
		Minor		4 Minor	4
		Elective		4 Elective	4
		<b>16</b>		<b>16</b>	<b>16</b>

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
MATH Elective		4 MATH Elective		4 FIN Elective	4
FIN Elective		4 FIN Elective		4 Elective	4
Elective		4 Elective		4 Elective	4
Elective		4 Elective		4 Elective	4
		<b>16</b>		<b>16</b>	<b>16</b>

Total Credits: 189-194

- <sup>1</sup> INTZ 2501 (<http://bulletin.du.edu/search/?P=INTZ%202501>) is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.
- <sup>2</sup> Besides MATH 3080, MATH 3161 and MATH 3151 (or MATH 3170), an additional 8 MATH credits at the 3000-level are required

## Bachelor of Science with a Concentration in Artificial Intelligence

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
MATH 1951		4 MATH 1952		4 MATH 1953	4
Language sequence		4 Language sequence		4 Language sequence	4
Minor 1		4 Minor 1		4 Minor 1	4
		<b>16</b>		<b>16</b>	<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
MATH 2060		4 MATH 2070		0-4 MATH 2080	4
MATH 2200		4 SI: Society		4 MATH 3151	4
Minor 1		4 Minor 1		4 SI: Society	4
AI: Society		4 AI: Society		4 Elective	4
		<b>16</b>		<b>12-16</b>	<b>16</b>
Third Year					
Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad		16 MATH 3170		4 MATH 3161	4
		MATH 3080		4 MATH 3600	4
		Minor 2		4 Minor 2	4
		Elective		4	
		<b>16</b>		<b>16</b>	<b>12</b>
Fourth Year					
Fall	Credits	Winter	Credits	Spring	Credits
Minor 2		4 Math of AI		4 Elective	4
Minor 2		4 Advanced Seminar		4 Elective	4
Elective		4 Minor 2		4 Elective	4
Math of AI		4		Minor 2	4
		<b>16</b>		<b>12</b>	<b>16</b>

Total Credits: 180-184

#### MATH 1010 Elements of College Algebra (2,4 Credits)

This course is designed to review the required algebra skills to be successful in Business Calculus. The following topics are covered: review of basic algebra, solving equations and inequalities, rectangular coordinate systems and graphing, polynomial and rational functions, exponential and logarithmic functions, and solving exponential and logarithmic equations. Students who completed a MATH course numbered 1200 or higher may not take this course.

#### MATH 1070 College Algebra and Trigonometry (4 Credits)

Selected topics in algebra and analytic trigonometry intended to prepare students for the calculus sequence. Cannot be used to satisfy the Analytical Inquiry: The Natural and Physical World requirement. Students who completed a MATH course numbered 1951 or higher may not take this course.

#### MATH 1150 Foundations Seminar (4 Credits)

The seminars offer challenging and interesting mathematical topics that require only high school mathematics. Examples of seminars are Introduction to Cryptography, Patterns and Symmetry, Mathematical Art and Patterns of Voting. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

#### MATH 1200 Calculus for Business and Social Sciences (4 Credits)

This is a one-quarter course for students in business, social sciences, and liberal arts. It covers elementary differential calculus with emphasis on applications to business and the social sciences. Topics include functions, graphs, limits, continuity, differentiation, and mathematical models. Students are required to attend weekly labs. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

#### MATH 1941 Calculus I Workshop (1 Credit)

This is a workshop that students can enroll in to accompany the course MATH 1951 Calculus I. Students will work in groups on challenging problems from Calculus to gain deeper understanding of the covered material. The workshop is not intended for remediation, tutoring, or working on homework assigned in the accompanying course. The workshop cannot be used toward math major/minor. Co-requisite: Students must be concurrently enrolled in MATH 1951 Calculus I.

#### MATH 1942 Calculus II Workshop (1 Credit)

This is a workshop that students can enroll in to accompany the course MATH 1952 Calculus II. Students will work in groups on challenging problems from Calculus to gain deeper understanding of the covered material. The workshop is not intended for remediation, tutoring, or working on homework assigned in the accompanying course. The course cannot be used toward math major/minor. Co-requisite: Students must be concurrently enrolled in MATH 1952 Calculus II.

**MATH 1943 Calculus III Workshop (1 Credit)**

This is a workshop that students can enroll in to accompany the course MATH 1953 Calculus III. Students will work in groups on challenging problems from Calculus to gain deeper understanding of the covered material. The workshop is not intended for remediation, tutoring, or working on homework assigned in the accompanying course. The course cannot be used toward math major/minor. Co-requisite: Students must be concurrently enrolled in MATH 1953 Calculus III.

**MATH 1951 Calculus I (4 Credits)**

Limits, continuity, differentiation of functions of one variable, applications of the derivative. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: MATH 1070 or equivalent.

**MATH 1952 Calculus II (4 Credits)**

Differentiation and integration of functions of one variable especially focusing on the theory, techniques and applications of integration. Prerequisite: MATH 1951.

**MATH 1953 Calculus III (4 Credits)**

Integration of functions of one variable, infinite sequences and series, polar coordinates, parametric equations. Prerequisite: MATH 1952 OR math 1962.

**MATH 1962 Honors Calculus II (4 Credits)**

Same topics as MATH 1952 treated rigorously and conceptually. Topics include differentiation and integration of functions of one variable especially focusing on the theory, techniques and applications of integration. Prerequisites: MATH 1951 and permission of instructor.

**MATH 1963 Honors Calculus III (4 Credits)**

Same topics as MATH 1953 treated rigorously and conceptually. Topics include integration of functions of one variable, infinite sequences and series, polar coordinates, parametric equations. Prerequisites: MATH 1952 or MATH 1962 and permission of instructor.

**MATH 1988 Study Abroad Resident Credit (0-18 Credits)****MATH 2050 Symbolic Logic (4 Credits)**

Modern propositional logic; symbolization and calculus of predicates, especially predicates of relation. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Cross listed with PHIL 2160.

**MATH 2060 Elements of Linear Algebra (4 Credits)**

Matrices, systems of linear equations, vectors, eigenvalues and eigenvectors; idea of a vector space; applications in the physical, social, engineering and life sciences. Prerequisite: MATH 1200 or MATH 1951.

**MATH 2070 Introduction to Differential Equations (0-4 Credits)**

Solution of linear differential equations; special techniques for nonlinear problems; mathematical modeling of problems from physical and biological sciences. Prerequisite: MATH 1953 or MATH 1963.

**MATH 2080 Calculus of Several Variables (4 Credits)**

Multivariable processes encountered in all sciences; multiple integration, partial differentiation and applications; algebra of vectors in Euclidean three-space; differentiation of scalar and vector functions. Prerequisite: MATH 1953 or MATH 1963.

**MATH 2200 Mathematical Reasoning & Proof (4 Credits)**

Introduction to theory of sets; relations and functions; logic, truth tables and propositional calculus; proof techniques; introduction to combinatorial techniques.

**MATH 2988 Study Abroad Resident Credit (0-18 Credits)****MATH 3000 The Real World Seminar (1 Credit)**

Lectures by alumni and others on surviving culture shock when leaving the University and entering the job world. Open to all students regardless of major. Cross listed with COMP 3000.

**MATH 3010 History of Mathematics (4 Credits)**

This course surveys major mathematical developments beginning with ancient Egyptians and Greeks and tracing the development through Hindu-Indian mathematics, Arabic mathematics, and European mathematics up to the 18th century. Prerequisite: MATH 1953 or MATH 1963.

**MATH 3040 Lattices and Order (4 Credits)**

Ordered sets, lattices as relational and as algebraic structures, ideals and filters, complete lattices, distributive and modular lattices, Boolean algebras, duality for finite distributive lattices. Prerequisite: MATH 2200.

**MATH 3050 Set Theory (4 Credits)**

Zermelo-Fraenkel axioms, axiom of choice, Zorn's Lemma, ordinals, cardinals, cardinal arithmetic. Prerequisite: MATH 2200.

**MATH 3060 Mathematical Logic (4 Credits)**

Classical propositional calculus (deductive systems and truth-table semantics), first-order logic (axiomatization and completeness), elements of recursion theory, introduction to nonclassical logics. Prerequisite: MATH 2200.

**MATH 3080 Introduction to Probability (4 Credits)**

Basic probability models, combinatorial methods, random variables, independence, conditional probability, probability laws, applications to classical problems. Prerequisite: MATH 1953 or MATH 1963.



**MATH 3090 Mathematical Probability (4 Credits)**

Limit theorems for independent random variables, multivariate distributions, generating functions. Prerequisites: MATH 2080 and MATH 3080.

**MATH 3110 Topology (4 Credits)**

Point set topology including topological spaces, connectedness, compactness and separate axioms; preparation for advanced courses in analysis. Prerequisite: MATH 3161. Cross listed with MATH 4110.

**MATH 3151 Advanced Linear Algebra (4 Credits)**

Vector spaces, linear mappings, matrices, inner product spaces, eigenvalues and eigenvectors. Prerequisite: MATH 2060 and MATH 2200.

**MATH 3161 Introduction to Real Analysis (4 Credits)**

A theoretical introduction to the structure of real numbers, to convergence of sequences and series, and to the topology of the real line, including limits and continuity. Prerequisites: MATH 2080 and MATH 2200.

**MATH 3162 Introduction to Real Analysis II (4 Credits)**

A rigorous introduction to the analysis of functions of a real variable, including differentiation, Riemann integration, and the notions of pointwise and uniform convergence for sequences of functions. Prerequisite: MATH 3161.

**MATH 3166 Group Theory (4 Credits)**

Groups and homomorphisms, isomorphism theorems, symmetric groups and  $G$ -sets, the Sylow theorems, normal series, fundamental theorem of finitely generated abelian groups. Cross listed with MATH 4166. Prerequisite: MATH 3170.

**MATH 3170 Introduction to Abstract Algebra (4 Credits)**

Examples of groups, permutations, subgroups, cosets, Lagrange theorem, normal subgroups, factor groups, homomorphisms, isomorphisms, rings, integral domains, quaternions, rings of polynomials, Euclid algorithm, ideals, factor rings, maximal ideals, principal ideals, fields, construction of finite fields. Prerequisite: MATH 2060 and MATH 2200.

**MATH 3176 Rings and Fields (4 Credits)**

Rings, domains, fields; ideals, quotient rings, polynomials; PIDs, UFDs, Euclidean domains; maximal and prime ideals, chain conditions; extensions of fields, splitting fields, algebraic and transcendental extensions; brief introduction to Galois theory. Cross listed with MATH 4176. Prerequisite: MATH 3170 or equivalent.

**MATH 3260 Metric Spaces (4 Credits)**

Metric spaces and continuous functions; completeness and compactness; examples including norm spaces; pointwise and uniform convergence; Baire Category Theorem. Cross listed with MATH 4260. Prerequisite: MATH 3161 or equivalent.

**MATH 3311 Linear Programming (4 Credits)**

Linear optimization models, simplex algorithm, sensitivity analysis and duality, network models, dynamic programming, applications to physical, social and management sciences. Prerequisite: MATH 2060.

**MATH 3312 Markov Chains (4 Credits)**

Discrete-time and continuous Markov Chains, ergodic theorems, random processes, elementary queueing theory, applications. Prerequisite: MATH 2060 and MATH 3080.

**MATH 3351 Introduction to Dynamical Systems (4 Credits)**

Dynamical systems (one-parameter families such as circle rotations/tent maps, shift spaces); global properties (transitivity/mixing/sensitivity); behavior of trajectories (chaos, long-term averages, periodicity). Prerequisite: MATH 3161.

**MATH 3400 Introduction to Geometry (4 Credits)**

Specific geometrical systems including finite, Euclidean, non-Euclidean and projective geometries. Prerequisite: MATH 2200.

**MATH 3451 Chaos, Dynamics & Fractals (4 Credits)**

Introduction to one-dimensional dynamical systems, fractals; fixed and periodic points; sources and sinks; period doubling and tangent node bifurcations; chaotic dynamical systems; Sarkovskii's Theorem. Prerequisite: MATH 3161.

**MATH 3550 Introduction to Theory of Numbers (4 Credits)**

Concepts of nonanalytic number theory and its history; prime numbers, divisibility, continued fractions, modular arithmetic, Diophantine equations and unsolved conjectures. Prerequisites: MATH 2200.

**MATH 3600 Numerical Analysis (4 Credits)**

An introduction to numerical methods. Topics include: iterative methods, Banach fixed point method, Runge-Kutta and finite element methods for partial differential equations, numerical optimization and gradient descent algorithm, and back propagation in neural networks. Prerequisites: MATH 2200.

**MATH 3605 Mathematics of Complex Networks (4 Credits)**

An introduction to the study of complex networks, focusing on the modeling, classification and geometrical properties of complex systems. Topics include stochastic and non-stochastic models of complex networks, measures of centrality and clustering, influence propagation and geometric data (expansion, the small world phenomena and PageRank). Prerequisite: MATH 2200.

**MATH 3610 Machine Learning: Linear Models and Regression (4 Credits)**

An introduction to modern regression techniques, with an emphasis in theoretical foundations and applications in artificial intelligence and machine learning. Topics include multilinear regression, polynomial regression, logistic regression, and support vector machines, including kernels methods. Prerequisite: MATH 3151 & MATH 3080.

**MATH 3615 Statistics and Stochastic Methods (4 Credits)**

Statistical decision theory, estimation, testing, confidence intervals. Bayesian statistics, introduction to Markov chains, and hidden Markov chains with applications to artificial intelligence. Prerequisite: MATH 2200 & MATH 3080.

**MATH 3651 Ordinary Differential Equations (4 Credits)**

Modeling of phenomena by ordinary differential equations; techniques of analysis and solution of such equations; oscillation theory and boundary value problems, power series methods, special functions, Laplace transforms and difference equations. Prerequisites: MATH 2060 and MATH 2070.

**MATH 3661 Partial Differential Equations (4 Credits)**

First and second order linear equations, Fourier series, the wave equation, the Cauchy problem, the heat equation, maximum principles, Laplace's equation, Green's functions. Prerequisites: MATH 2070 and MATH 2080.

**MATH 3701 Combinatorics (4 Credits)**

The principle of inclusion and exclusion, elementary counting techniques, systems of distinct representatives, partitions, recursion and generating functions, Latin squares, designs and projective planes. Prerequisite: MATH 2200.

**MATH 3705 Topics in Mathematics (4 Credits)**

Varying selected advanced topics in mathematics, depending on student demand and instructor interest.

**MATH 3710 Graph Theory (4 Credits)**

Paths, cycles, trees, Euler tours and Hamilton cycles, bipartite graphs, matchings, basic connectivity theorems, planar graphs, Kuratowski's theorem, chromatic number, n-color theorems, introduction to Ramsey theory. Prerequisite: MATH 2200.

**MATH 3720 Coding Theory (4 Credits)**

Goals of coding theory and information theory, instantaneous and Huffman codes, Shannon theorems, block and linear codes, generating and parity-check matrices, Hamming codes, perfect codes, binary Golay code, Reed-Muller codes, cyclic codes, BCH codes, Reed-Solomon codes, ideas of convolutional and turbo codes. Prerequisite: MATH 3170.

**MATH 3851 Functions Complex Variable (4 Credits)**

Complex numbers, analytic functions, complex integration, series expansions, residue theory, conformal maps, advanced topics and applications. Prerequisites: MATH 2060 and MATH 2080 and MATH 2200.

**MATH 3988 Study Abroad Resident Credit (0-18 Credits)****MATH 3991 Independent Study (1-10 Credits)**

Cannot be arranged for any course that appears in regular course schedule for that particular year.

**MATH 3995 Independent Research (1-10 Credits)**

## Mechanical and Materials Engineering

Mechanical and Materials Engineering

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The mission of the Department of Mechanical and Materials Engineering (MME) at the undergraduate level is to offer programs that support and complement the University mission; to provide a general undergraduate education in mechanical engineering that prepares students for employment or graduate study; to include interdisciplinary engineering work; to encourage the professional development of the faculty; and to foster the professional awareness of the students. The BS in Mechanical Engineering degree is accredited by the Engineering Accreditation Commission (EAC) of Accreditation Board of Engineering and Technology (ABET (<https://www.abet.org/>), 415 N. Charles St., Baltimore, MD 21201, 410-347-7700, [eac@abet.org](mailto:eac@abet.org)).

### Program Educational Objectives

**The program educational objectives of the BS in Mechanical Engineering program are to produce graduates who, within a few years of graduation:**

1. Apply their engineering and problem-solving skills towards engineering practice, engineering graduate school, or other fields such as medicine, science, business, or law.
2. Value and demonstrate character by acting responsibly, ethically, and professionally.

3. Work synergistically in diverse and global environments to positively impact society.
4. Embrace life-long learning to support professional development and personal wellness.

## Student Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.

The students outcomes for the BS in Mechanical Engineering program are:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

## Program Components

The Departments of Mechanical and Materials Engineering (MME) and Electrical and Computer Engineering (ECE) work closely together to deliver an exceptional educational experience for our students and to advance the state of the art through research and industry collaborations.

All of our engineering programs have several components:

1. The University of Denver's Common Curriculum, which includes first-year seminar, writing courses, analytical inquiry and scientific inquiry courses, and advanced seminar
2. Basic sciences and mathematics, including chemistry, physics, and mathematics
3. An engineering common curriculum, with fundamental material from computer, electrical, and mechanical engineering
4. An engineering discipline (computer engineering, electrical engineering, mechanical engineering)
5. Multiple integrated design experiences, which are interdisciplinary and involve teams working on impactful real-world problems
6. Depth and/or breadth in the discipline through engineering, math, and science electives personalized to the student's individual interests.

## Engineering Design

The feature of engineering programs that most differentiates them from programs in basic or applied science and mathematics is engineering design, which is both an art and a science. Our programs feature a 4-year thread of coursework required of all students, regardless of curriculum, which emphasizes design, project work, team-work, and the application of scientific and technical knowledge and design skills already acquired to the solution of interdisciplinary engineering problems. As the student progresses in the curriculum, more and more reliance is placed on previous work, and more realistic constraints and considerations are required for success. The sequence culminates in a three-quarter capstone design project carried out in the final year. Additional design work is contained in specialized courses, including junior year Integration.

## Course of Study

**Engineering curricula are highly structured; acquisition of certain knowledge and skills must precede acquisition of more advanced ones. The course plan provides a detailed road map of the curriculum.**

We offer an **Engineering Common Curriculum** for the first 5 quarters. As in, the curricula for all engineering programs (computer, electrical and mechanical) are the same for the first 5 quarters. A student can delay choosing an engineering major until the beginning of the spring quarter of their second year. By learning about the various engineering disciplines, students are better able to select the program that is right for them.

The curricula in the last two years includes advanced work in the engineering discipline, integrated engineering design experiences, depth and/or breadth through engineering, math, and science electives, and completion of the University Common Curriculum.

The MME department also offers several 4+1 dual BS-MS degree programs. Students can earn MS degrees in Bioengineering, Mechanical Engineering or Material Science. For details and timing of the application process, visit the Ritchie's School's 4+1 programs (<https://ritchieschool.du.edu/>)

academics-education/41-programs-dual-degrees/) website. Students interested in these programs should discuss them with an advisor as early as possible in their undergraduate careers.

## Undergraduate Research Experiences

Students wishing to participate in undergraduate research projects may be eligible for participation in Partners in Scholarship (PinS) or the Ritchie School's Grand Challenge Scholar Program (GCSP (<https://ritchieschool.du.edu/academics-education/grand-challenges-scholar-program/>)). PinS is a University-wide program in which a student can receive support to collaborate on a project with a faculty member. More information on PINS, including funding opportunities and the Undergraduate Showcase, is available at the Undergraduate Research Center (<http://www.du.edu/urc/>) website.

The Ritchie School's GCSP provides opportunities for student to work closely with faculty mentor on projects related to the National Academy of Engineering's 14 Grand Challenges. Students can apply for project, stipend or travel support for their projects.

## Study Abroad

**The University of Denver and the MME department strongly encourage students to participate in study abroad programs, particularly through the Cherrington Global Scholars Program. More information can be found at the Office of International Education (<http://www.du.edu/intl/abroad/>) website.**

Many engineering students participate in study abroad experiences. The engineering curricula have been structured so that students may take advantage of this opportunity in the autumn quarter of the senior year, rather than in the autumn quarter of the junior year, as is more usual in other DU programs. If you are interested, it is important to plan ahead with your advisor to make sure the selected courses at your study abroad site integrate into your course plan.

## Cooperative Education Program

Recognizing the value of experiential learning, we have created a paid co-op program which is optional and competitive for all Ritchie School students, though ideally suited for current sophomores and juniors. Through this collaborative program between academia and industry, students work full time at participating companies earning valuable work experience. Typically, students will not take classes for one full academic year, resuming their studies upon their return exactly in sequence but one year removed. In some cases, DU courses can be taken while on co-op. Dr. Matt Gordon is the department contact for students interested in the co-op program.

## Fundamentals of Engineering (FE) Examination and Enrollment as an Engineer-Intern (EI)

The FE Exam is the first of a two-step process in order to become registered as a Professional Engineer (PE). The FE exam is a national 6-hour examination administered by NCEES (National Council of Examiners for Engineering and Surveying) in conjunction with the Colorado State Board for Professional Engineers and Land Surveyors.

The MME department encourages, but does not require, mechanical engineering students to complete the FE exam. To register, a student must have completed at least 135 credits to apply to take the FE exam. The NCEES charges a fee to take the exam. For more information, please contact the MME department chair.

After passing the FE exam, the student must send a final transcript recording the receipt of an engineering degree to the Colorado State Board for Professional Engineers and Land Surveyors. Typically, after passing the FE exam, the requirements for registration as a PE are 4 years of engineering experience under the supervision of a PE with increasing engineering responsibility and passing the PE examination.

## Criteria for Entering Any of the Engineering Programs

In the first year, students should plan to take the following:

MATH 1951	Calculus I	4
MATH 1952	Calculus II	4
MATH 1953	Calculus III	4
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5

Students lacking the mathematics preparation to begin calculus in the first quarter may take MATH 1070 College Algebra and Trigonometry followed by the usual calculus sequence; these students should meet with an advisor from the engineering department before enrolling for courses. Failure to complete the courses listed above in the first year may lead to an additional year of study.

## Minors in Engineering for Non-Engineering Students

Students desiring to minor in any of the engineering disciplines must take 20 hours of discipline specific engineering courses in addition to the equivalent of MATH 1951 Calculus I, MATH 1952 Calculus II, and MATH 1953 Calculus III. It is recommended that they have PHYS 1211 University Physics I, PHYS 1212 University Physics II, and PHYS 1213 University Physics III in their curriculum. Degree programs that "naturally flow" into an engineering minor are: chemistry, computer science, biology, mathematics and physics.

# Mechanical Engineering

## Bachelor of Science in Mechanical Engineering (BSME)

(192 credits required for the degree (p. 103))

**Requirements**

192 credits are required for the degree, including degree including, at least 48 credits of mathematics and basic science and at least 91 credits of engineering topics.

Code	Title	Credits
ENCE 2101	Digital Design	3
ENEE 2012	Circuits I and Laboratory	4
ENGR 1511	Engineering Connections	1
ENGR 1572	Applied MATLAB Programming	3
ENGR 1611	Introduction to Engineering Design	4
ENGR 1622	Introduction to Mechatronic Systems I	4
ENGR 1632	Introduction to Mechatronic Systems II	4
ENGR 2610	Engineering Integration I	3
ENGR 2620	Engineering Integration II	3
ENGR 2910	Engineering Economics and Ethics	3
ENGR 2950	Engineering Assessment I	0
ENGR 2951	Engineering Assessment II	0
ENGR 3313	Engineering Design Project I	2
ENGR 3323	Engineering Design Project II	3
ENGR 3333	Engineering Design Project III	3
ENME 2410	Materials Science I	3
ENME 2421	Materials Science II	3
ENME 2510	Statics with Lab	4
ENME 2520	Dynamics I with Lab	4
ENME 2530	Dynamics II	3
ENME 2540	System Dynamics	3
ENME 2541	Mechanics of Materials	3
ENME 2651	Fluid Dynamics I	3
ENME 2661	Fluid Dynamics II/Heat Transfer I	3
ENME 2671	Heat Transfer II with Lab	4
ENME 2710	Engineering Thermodynamics I	3
ENME 2720	Engineering Thermodynamics II	3
ENME 2810	Mechanical Engineering Lab I	3
ENME 3511	Machine Design	3
ENME 3810	Mechanical Engineering Capstone Laboratory	3
Engineering Electives		12

**Additional Requirements****Chemistry**

Code	Title	Credits
CHEM 1010	General Chemistry I	3
CHEM 1240	General Chemistry I Laboratory	1

**Computer Science**

Code	Title	Credits
COMP 1351	Introduction to Programming I	3

**Mathematics**

Code	Title	Credits
MATH 1951	Calculus I	4
MATH 1952	Calculus II	4

MATH 1953	Calculus III	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4

**Physics**

Code	Title	Credits
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1214	University Physics III for Engineers	4

**Additional Math/Science**

Math-Sci Electives (10 credit hours) - Take 2-4 math or science courses from the approved list. Note that without prior advisor approval only one approved math or science course may be taken instead of a UCC course in the first two years. See Degree Program Plan for Approved courses.

**Technical Requirement**

Technical Elective (3 or 4 credit hours) – Take 1 additional approved technical elective course from engineering, math, science or computer science

**Notes**

Engineering Electives (12 credit hours) - Take 3 - 3000 or higher engineering courses (ENGR, ENME, ENEE, ENCE, ENBI, ENMT, or MTSC), which are not required for the major.

## Minor

### Biomedical Engineering

Biomedical engineering applies engineering principles to biological and medical problems, with the goal of improving human health. The minor includes cross-disciplinary course work in engineering and life sciences, as well as application-based courses that are focused on analyzing, modeling, designing, and realizing bio/biomedical engineering devices, systems, components, or processes.

Prerequisites: Students interested in the program should have the equivalent of MATH 1951, 1952, and 1953. As well as a year of physics, such as PHYS 1211, 1212, 1213 or PHYS 1111, 1112, 1113 before taking the engineering courses.

Code	Title	Credits
<b>Engineering Majors</b>		
Required Courses		
BIOL 1010	Physiological Systems	4
BIOL 1020	Physiological Systems Lab	1
ENBI 3010	Introduction to Biomedical Engineering	4
Science Electives - Minimum of 8 Credits		8
BIOL 3241	Anatomy and Physiology of the Skeletal, Nervous and Muscular systems	
BIOL 3242	Human Anatomy and Physiology - Systems of homeostasis	
BIOL 3254	Advanced Cardiovascular and Pulmonary Physiology	
BIOL 3640	Introductory Neurobiology	
BIOL 3615	Blood Vessel Development and Disease	
BIOL 3647	Neuroscience of Movement	
CHEM 1020	General Chemistry II	
CHEM 1250	General Chemistry II Laboratory	
CHEM 2131	Chemistry of the Elements	
CHEM 2141	Chemistry of the Elements Lab	
PHYS 2300	Physics of the Body	
PHYS 2340	Medical Imaging Physics	
Bioengineering Electives - Minimum of 4 Credits		4
ENBI 3500 or ENBI 4500	Biofluids	
ENBI 3510	Biomechanics	
ENBI 3800	Topics in Bioengineering	
ENBI 4200	Medical Device Development	
ENBI 4510	Biomechanics	
ENBI 4520	Introduction to Cardiovascular Engineering	



ENBI 4530	Biomechanics of Human Movement	
ENGR 3450	Biosensing Technology	
ENGR 3455	Fluorescence and Its Applications in Biomedical Sensors	

**Total Credits** **21**

Code	Title	Credits
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### Non-Engineering Majors

#### Required Courses

BIOL 1010	Physiological Systems	4
BIOL 1020	Physiological Systems Lab	1
ENBI 3010	Introduction to Biomedical Engineering	4
For students with a major that requires BIOL 1010 and 1020, this can be replaced with additional engineering electives		8

#### Engineering Electives - minimum of 8 credits

COMP 1351	Introduction to Programming I	
ENCE 2101	Digital Design	
ENEE 2012	Circuits I and Laboratory	
ENEE 2022	Circuits II	
ENEE 2211	Electronics	
ENEE 3111	Signals & Systems	
ENGR 1572	Applied MATLAB Programming	
ENGR 3100	Instrumentation and Data Acquisition	
ENME 2410	Materials Science I	
ENME 2421	Materials Science II	
ENME 2510	Statics	
ENME 2520	Dynamics I with Lab	
ENME 2530	Dynamics II	
ENME 2541	Mechanics of Materials	
ENME 2651	Fluid Dynamics I	
ENME 2661	Fluid Dynamics II/Heat Transfer I	
ENME 2671	Heat Transfer II with Lab	
ENME 2710	Engineering Thermodynamics I	
ENME 2720	Engineering Thermodynamics II	

Bioengineering Elective - Minimum of 4 Credits 4

ENBI 3500	Biofluids	
ENBI 3510	Biomechanics	
ENBI 3800	Topics in Bioengineering	
ENBI 4200	Medical Device Development	
ENBI 4500	Biofluids	
ENBI 4510	Biomechanics	
ENBI 4520	Introduction to Cardiovascular Engineering	
ENBI 4530	Biomechanics of Human Movement	
ENGR 3450	Biosensing Technology	
ENGR 3455	Fluorescence and Its Applications in Biomedical Sensors	

**Total Credits** **21**

## Minor Requirements for Mechanical Engineering

20 credits, including:

Code	Title	Credits
Select three of the following four courses:		
ENME 2510	Statics with Lab	9

ENME 2410	Materials Science I
ENME 2651	Fluid Dynamics I
ENME 2710	Engineering Thermodynamics I

### Electives 11

ENME courses at the 2000-level or above

## Mechanical Engineering

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 ENGR 1622		4 ENGR 1632	4
CHEM 1010	3	MATH 1952		4 PHYS 1212	5
CHEM 1240	1	PHYS 1211		5 MATH 1953	4
ENGR 1511	1	WRIT 1122		4 WRIT 1133	4
ENGR 1611		4			
MATH 1951		4			
		17		17	17

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
COMP 1351		3 ENEE 2012		4 ENGR 2950	0
ENCE 2101	3	ENGR 1572		3 ENME 2520	4
ENME 2510	4	ENME 2541		3 ENME 2710	3
PHYS 1214	4	MATH 2070		4 MATH 2080	4
Math/Sci Elective or Common Curriculum		4 Math/Sci Elective or Common Curriculum		4 Math/Sci Elective or Common Curriculum	4
		18		18	15

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
ENME 2410		3 ENGR 2610		3 ENGR 2620	3
ENME 2530	3	ENME 2421		3 ENGR 2910	3
ENME 2651	3	ENME 2661		3 ENME 2671	4
ENME 2720	3	ENME 3511		3 ENME 2540	3
Eng / Math-Sci / Tech Elective or Common Curriculum		4 Eng / Math-Sci / Tech Elective or Common Curriculum		4 Eng / Math-Sci / Tech Elective or Common Curriculum	4
		16		16	17

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
ENGR 3313		2 ENGR 3323		3 ENGR 3333	3
ASEM		4 ENME 2810		3 ENME 3810	3
Eng / Math-Sci / Tech Elective or Common Curriculum		4 Eng / Math-Sci / Tech Elective or Common Curriculum		4 ENGR 2951	0
Eng / Math-Sci / Tech Elective or Common Curriculum		4 Eng / Math-Sci / Tech Elective or Common Curriculum		4 Eng / Math-Sci / Tech Elective or Common Curriculum	3-4
				Open Elective	4-3
		14		14	13

Total Credits: 192

## Notes

### Common Curriculum

These may be taken in any order. They must have 2 courses with attributes of analytical inquiry: society and 2 courses attributes of scientific inquiry: society (16 credits).

**ASEM 2XXX - Advanced Seminar** Required writing-intensive advanced seminar. Junior or senior standing is required (4 credits)

**Open Elective** May be any course at the 1000 level or above (3 or 4 credits as needed to reach 192 total QH).

**Eng Electives** (12 credit hours) - Take 3 - 3000 or higher engineering courses (ENGR, ENME, ENEE, ENCE, ENBI, ENMT, or MTSC), which are not required for the major.

**Math-Sci Electives** (10 credit hours) - Take 2-4 math or science courses from the approved list. Note that without prior advisor approval only one approved math or science course may be taken instead of a UCC course in the first two years.

**Tech Elective** (3 or 4 credit hours) – Take 1 additional approved technical elective course from engineering, math, science or computer science.

**Approved Math/Sci Courses (subject to participating department course offerings):**

**Biology**

BIOL 1010 (<http://bulletin.du.edu/search/?P=BIOL%201010>) Physiological Systems w/BIOL 1020 (<http://bulletin.du.edu/search/?P=BIOL%201020>) Physiological Systems Lab; BIOL 1011 (<http://bulletin.du.edu/search/?P=BIOL%201011>) Evolution, Heredity and Biodiversity w/BIOL 1021 (<http://bulletin.du.edu/search/?P=BIOL%201021>) Evolution, Heredity and Biodiversity Lab; BIOL 2450 (<http://bulletin.du.edu/search/?P=BIOL%202450>) Human Anatomy; BIOL 2090 (<http://bulletin.du.edu/search/?P=BIOL%202090>) Biostatistics; BIOL 2120 (<http://bulletin.du.edu/search/?P=BIOL%202120>) Cell Structure and Function w/BIOL 2121 (<http://bulletin.du.edu/search/?P=BIOL%202121>) Cell Structure & Function Lab; BIOL 3250 (<http://bulletin.du.edu/search/?P=BIOL%203250>) Human Physiology

**Chemistry**

CHEM 1020 (<http://bulletin.du.edu/search/?P=CHEM%201020>) General Chemistry II w/ CHEM 1250 (<http://bulletin.du.edu/search/?P=CHEM%201250>) General Chemistry II Laboratory; CHEM 2131 (<http://bulletin.du.edu/search/?P=CHEM%202131>) Chemistry of the Elements w/ CHEM 2141 (<http://bulletin.du.edu/search/?P=CHEM%202141>) Chemistry of the Elements Lab; CHEM 2240 (<http://bulletin.du.edu/search/?P=CHEM%202240>) Introduction to Environmental Chemistry; CHEM 2270 (<http://bulletin.du.edu/search/?P=CHEM%202270>) Quantitative Chemical Analysis

**Math**

MATH 2060 (<http://bulletin.du.edu/search/?P=MATH%202060>) Elements of Linear Algebra; MATH 3080 (<http://bulletin.du.edu/search/?P=MATH%203080>) Introduction to Probability; MATH 3090 (<http://bulletin.du.edu/search/?P=MATH%203090>) Mathematical Probability; MATH 3851 (<http://bulletin.du.edu/search/?P=MATH%203851>) Functions Complex Variable

**Physics**

PHYS 2251 (<http://bulletin.du.edu/search/?P=PHYS%202251>) Modern Physics I; PHYS 2252 (<http://bulletin.du.edu/search/?P=PHYS%202252>) Modern Physics II w/ PHYS 2260 (<http://bulletin.du.edu/search/?P=PHYS%202260>) Modern Physics Lab; PHYS 2259 (<http://bulletin.du.edu/search/?P=PHYS%202259>) Uncertainty and Error Analysis; PHYS 2300 (<http://bulletin.du.edu/search/?P=PHYS%202300>) Physics of the Body; PHYS 2340 (<http://bulletin.du.edu/search/?P=PHYS%202340>) Medical Imaging Physics; PHYS 3510 (<http://bulletin.du.edu/search/?P=PHYS%203510>) Analytical Mechanics I; PHYS 3711 (<http://bulletin.du.edu/search/?P=PHYS%203711>) Optics I

**Requirements for Distinction in the Major in Mechanical Engineering**

- Minimum 3.3 cumulative GPA
- Complete an undergraduate research project, including research paper and presentation

**ENBI 3010 Intro to Biomedical Eng (4 Credits)**

An introduction to biomedical engineering, this course will serve as a survey of the field of study. During the course students will learn to identify a breadth of biomedical engineering problems and also learn about the technical challenges and opportunities that biomedical engineering brings to the life and medical sciences. Topics may include biomechanics, tissue engineering, medical imaging, bioinstrumentation, and medical device design.

**ENBI 3500 Biofluids (4 Credits)**

The application of fluid dynamics theory and design to problems within the biomedical community. Specific topics covered include the mechanics of inhaled therapeutic aerosols, basic theory of circulation and blood flow, foundations in biotechnology and bioprocessing, and controlled drug delivery. Cross listed with ENBI 4500. Prerequisites: ENME 2661.

**ENBI 3510 Biomechanics (4 Credits)**

An introduction to the mechanical behavior of biological tissues and systems. Specific topics covered include analysis of the human musculoskeletal system as sensors, levers, and actuators; joint articulations and their mechanical equivalents; kinematic and kinetic analysis of human motion; introduction to modeling human body segments and active muscle loading for analysis of dynamic activities; mechanical properties of hard and soft tissues; mechanical and biological consideration for repair and replacement of soft and hard tissue and joints; orthopedic implants. Cross listed with ENBI 4510. Prerequisites: ENME 2410, ENME 2520, and ENME 2541.

**ENBI 3800 Topics in Bioengineering (1-4 Credits)**

Special topics in bioengineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENBI 4200 Medical Device Development (4 Credits)**

Working in a fast-paced competitive biomedical R&D firm is a dramatic change of pace from most college classes. This course will create a realistic industry environment where students take on the role of development engineers to design and manufacture real-world medical devices. This course is intended to provide a working knowledge of the design and development process specifically for medical device applications.

**ENBI 4500 Biofluids (4 Credits)**

The application of fluid dynamics theory and design to problems within the biomedical community. Specific topics covered include the mechanics of inhaled therapeutic aerosols, basic theory of circulation and blood flow, foundations in biotechnology and bioprocessing, and controlled drug delivery. Cross listed with ENBI 3500.

**ENBI 4510 Biomechanics (4 Credits)**

An introduction to the mechanical behavior of biological tissues and systems. Specific topics covered include: Analysis of the human musculoskeletal system as sensors, levers, and actuators; Joint articulations and their mechanical equivalents; Kinematic and kinetic analysis of human motion; Introduction to modeling human body segments and active muscle loading for analysis of dynamic activities; Mechanical properties of hard and soft tissues; Mechanical and biological consideration for repair and replacement of soft and hard tissue and joints; Orthopedic implants. Cross listed with ENBI 3510.

**ENBI 4520 Introduction to Cardiovascular Engineering (4 Credits)**

An introduction to cardiovascular mechanics with a focus on the quantitative understanding of the mechanical phenomena that governs the cardiovascular system. Specific topics covered include: basic principles of circulation including macro and micro circulation, soft tissue mechanics, applications to cardiovascular diseases, modelling techniques, clinical and experimental methods, and design of cardiovascular devices.

Recommended prerequisites: ENME 2541 and ENME 2661.

**ENBI 4530 Biomechanics of Human Movement (4 Credits)**

An introduction to engineering-based analysis of human movement. Topics include: musculoskeletal anatomy, neuromuscular physiology, muscle mechanics, electromyography, sensorimotor integration, anthropometry, kinematics and kinetics. Recommended pre-requisite material: knowledge of MATLAB, ENGR 1572.

**ENBI 4600 Biomedical Engineering: Technology, Research, and Design (4 Credits)**

Introduction to Biomedical Engineering is an interdisciplinary course that combines engineering principles with biological and medical sciences to advance healthcare in areas such as diagnosis, monitoring, and therapy. The course provides a foundational understanding of biomedical engineering and prepares students for further study or careers in the field.

**ENBI 4610 Experimental Design in Biomedical Sciences (4 Credits)**

This course offers an in-depth exploration of experimental design principles within the biomedical sciences, emphasizing statistical analysis, measurement techniques, and ethical considerations. It aims to provide students with practical skills necessary for designing, conducting, and analyzing biomedical research.

**ENBI 4620 Bioelectronics (4 Credits)**

This course introduces the principles and applications of bioelectronics, focusing on the interface between biological systems and electronic devices. It covers the fundamentals of electronic circuits, signal processing, and sensor technology, and their applications in areas like biometric monitoring, neuroprosthetics, and biosensing.

**ENBI 4630 Biomaterials (4 Credits)**

This course provides an introduction to the field of biomaterials science, focusing on the fundamental principles, properties, and applications of materials used in biomedical engineering and healthcare. Topics covered include the classification of biomaterials, biocompatibility, interactions with biological systems, surface modifications, fabrication techniques, characterization techniques and current applications in tissue engineering, regenerative medicine, drug delivery, and medical devices.

**ENBI 4800 Adv Topics (Bioengineering) (1-5 Credits)**

Various topics in Bioengineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENBI 4991 Independent Study (1-5 Credits)****ENBI 4995 Independent Research (1-18 Credits)****ENGR 1010 Electronics for the Arts 1 - Analog (4 Credits)**

Introduction to analog electronics, culminating in construction of an analog sound synthesizer. Students are required to complete simple projects with circuits while learning the basics of analog synthesizers. Introduction to circuit simulation software (e.g. Falstad or Multisim), learn how to use oscilloscopes and multimeters, design and solder PCB boards are among other topics covered in this course.

**ENGR 1011 Electronics for the Arts 2 - Digital (4 Credits)**

Introduction to digital electronics and coding for Arduino style microprocessors, culminating in design and construction of a hybrid analog/digital sound synthesizer or other device. Students are required to complete simple projects with Arduino while learning the basics of digital synthesizers. Introduction to programming, reinforce the use of oscilloscopes and multimeters, design and solder PCB boards are among other topics covered in this course.

**ENGR 1012 Electronics for the Arts 3 - Digital (4 Credits)**

Individual or team-based development of more complex devices or systems, potential for product development. Students are required to complete complex projects that involve combining analog and digital synthesizers with the external world (sensors and/or actuators). Introduction to python programming and incorporation of artificial intelligence (AI) into synthesizers are among other topics covered in this course.

**ENGR 1511 Engineering Connections (1 Credit)**

This course is designed to help engineering students bridge the gap from high school to a college environment in a very challenging major. Topics and activities may include academic success strategies; interviewing engineering alumni; the ethics of the profession; visits to industry sites; seminars by industry and academic experts; establishing the relationships between math, science, and engineering courses with design projects; critical and creative thinking activities; tours of the research labs of the engineering professors; disseminating information on the dual degree programs, the MBA programs, the honor code, and engineering program structures; and readings from and discussions about articles from professional publications. Membership in an engineering professional society is encouraged.

**ENGR 1572 Applied MATLAB Programming (3 Credits)**

The MATLAB programming environment is used to introduce engineering applications programming. It includes high performance numerical computation and visualization. Programming topics include an overview of an interactive programming environment, generation of m-files, variables and data types, arithmetic operators, mathematical functions, symbolic mathematics, graphic generation, use of programs in application specific toolboxes, embedding and calling C programs in m-files, file input/output, and commenting. Programming is oriented toward engineering problem solving. Prerequisites: COMP 1571 or COMP 1671 or COMP 1351, and MATH 1952.

**ENGR 1611 Introduction to Engineering Design (4 Credits)**

Introduction to concepts and practice in computer, electrical and mechanical engineering including engineering ethics. Engineering problem-solving as it applies to engineering analysis, synthesis and design. Students practice structured teamwork and program management skills in the context of projects. Emphasis on computer tools with immediate application to engineering practice.

**ENGR 1622 Introduction to Mechatronic Systems I with MultiSim and MathCAD (4 Credits)**

Introduction to elementary concepts and practices in mechatronic systems engineering, in particular electrical engineering concepts including current and voltage and basic electrical circuit analysis, interfacing electrical circuits with mechanical systems, and assembly and testing of mechatronics subsystems. Students are required to complete simple projects including mechanical and electrical components during which they practice teamwork while gaining skills in electrical and mechatronic systems troubleshooting. Introduction to Multisim circuit analysis software and Mathcad are among other topics covered in this course.

**ENGR 1632 Introduction to Mechatronic Systems II (4 Credits)**

Study of fundamentals of computer-based systems and electromechanical systems controlled by microprocessors or microcontrollers. Introduction to digital logic and electronics. Introduction to LabView and use of LabView to build and evaluate circuits and simple electromechanical systems. Use of logic circuits to build analog to digital converters. Program microcontrollers. Study of autonomous vehicles as mechatronic systems and the ability to control them (small cars, robots, helicopters, quadrotors, etc.). Course requirements include a report with detailed analysis of the vehicle control system, flow charts, and program documentation.

**ENGR 1700 Machine Shop Practice (1 Credit)**

Introduction to concepts and practice in basic machine tool work (i.e. mill, lathe, welding etc.). The course provides the necessary information for majors and non-majors to gain access to the DU Engineering Machine Shop. Class size is limited to 5 students per quarter. Enrollment priority will be given to engineering majors.

**ENGR 1911 Introduction to CAD (2 Credits)**

This course is intended for transfer students who have had an introduction to engineering, but who need to learn certain techniques and software typically dealt with in ENGR 1611 including engineering ethics. Instructor Permission Required.

**ENGR 1921 Introduction in Engineering II (1 Credit)**

This course is intended mainly for transfer students who have had an introduction to engineering with topics similar to those in ENGR 1622, Introduction to Mechatronic Systems I, but who need to learn certain techniques and software (Mathcad and Multisim) typically dealt with in ENGR 1622. Prerequisite: Permission of the instructor.

**ENGR 1931 Introduction to Engineering III (1 Credit)**

This course is intended mainly for transfer students who have had an introduction to engineering with topics similar to those in ENGR 1632, Introduction to Mechatronic Systems II, but who need to learn certain techniques and software (LabView) typically dealt with in ENGR 1632. Prerequisite: Permission of the instructor.

**ENGR 2610 Engineering Integration I (3 Credits)**

Interdisciplinary course combining topics from computer, electrical and mechanical engineering including engineering ethics, with emphasis on laboratory experience and the design, analysis and testing of interdisciplinary systems. Manufacture of mechanical systems and/or circuit boards. Team project work on interdisciplinary "design-and-build" projects. Prerequisites: Junior standing in the appropriate engineering discipline and ENME 3511 for MME majors or ENCE 3210 and ENEE 2211 for ECE majors (the latter three can be taken concurrently).

**ENGR 2620 Engineering Integration II (3 Credits)**

Interdisciplinary course combining topics from computer, electrical and mechanical engineering including engineering ethics, with emphasis on laboratory experience and the design, analysis and testing of interdisciplinary systems. Manufacture of mechanical systems and/or circuit boards. Team project work on interdisciplinary "design-and-build" projects. Prerequisite: ENGR 2610.

**ENGR 2905 Engineering Cooperative Education (0-12 Credits)**

For students on full-time cooperative educational employment. This course may be taken up to four times. Any and all credits will not count toward your degree and you will receive a grade of NC (no credit) for all enrollments. You will choose between a residential and non-residential section.

**ENGR 2910 Engineering Economics and Ethics (3 Credits)**

This course focuses on the practical applications of economics to engineering focusing on the requirements for both the FE and PE exams. It explains concepts in accounting and finance and applies them to both engineering and personal situations. Topics that are discussed include: economic decision making, interest, inflation, depreciation, income taxes, and rate of return. In addition, the engineer's role in society, including global, economic, environmental, societal, and ethical issues will be discussed.

**ENGR 2950 Engineering Assessment I (0 Credits)**

Examination covering basic mathematics, science and sophomore-level engineering topics. Co-Requisite: MATH 2080; Prerequisite: ENME 2541 AND ENCE 2101 AND ENEE 2012 AND ENGR 1572.

**ENGR 2951 Engineering Assessment II (0 Credits)**

Students perform a lifelong learning experience and assessment-related tasks, e.g. a survey and exit interview. The course also includes career and professional development, as well as information on the Fundamentals of Engineering (FE) exam. Engineering students are encouraged, but not required to complete the FE exam. This course should be taken in the last year of attendance. Prerequisites: ENGR 3323.

**ENGR 3100 Instrumentation and Data Acquisition (4 Credits)**

This course examines different instrumentation techniques and describes how different measurement instruments work. Measurement devices include length, speed, acceleration, force, torque, pressure, sound, flow, temperature, and advanced systems. This course also examines the acquisition, processing, transmission and manipulation of data. Cross listed with ENGR 4100. Prerequisites: PHYS 1213 or PHYS 1214.

**ENGR 3200 Introduction to Nanotechnology (4 Credits)**

In this highly interdisciplinary series of lectures spanning across engineering, physics, chemistry and Biology, an introduction to the subject of nanotechnology is provided. The most important recent accomplishments so far in the application of nanotechnology in several disciplines are discussed. Then a brief overview of the most important instrumentation systems used by nanotechnologists is provided. The nature of nanoparticles, nanoparticle composites, carbon nanostructures, including carbon nanotubes and their composites is subsequently discussed. The course also deals with nanopolymers, nanobiological systems, and nanoelectronic materials and devices. The issues of modeling of nanomaterials and nanostructures are also covered in this class. Multiscale modeling based on finite element simulations, Monte Carlo methods, molecular dynamics and quantum mechanics calculations is briefly addressed. Most importantly, students should obtain appreciation of developments in nanotechnology outside their present area of expertise. Cross listed with ENGR 4200. Prerequisite: ENME 2410.

**ENGR 3220 Introduction to Micro-Electro-Mechanical-Systems and Microsystems (4 Credits)**

This course introduces students to the multi-disciplinary field of Micro-Electro-Mechanical-Systems (MEMS) technology. MEMS and Microsystem technology is the integration of micro-scale electro-mechanical elements, sensors, actuators, and electronics on a common substrate or platform through semiconductor microfabrication technologies. The course gives a brief overview of the involved physical phenomena, electromechanical transduction mechanisms, design principles, as well as fabrication and manufacturing technologies. Cross listed with ENGR 4220.

**ENGR 3313 Engineering Design Project I (2 Credits)**

Planning, development and execution of an engineering design project. The project may be interdisciplinary, involving aspects of computer, electrical and mechanical engineering. Projects have economic, ethical, social and other constraints, as appropriate. Design activities include 1) preparation and presentation of proposals in response to requests-for-proposals from "customers," including problem description, quantitative and qualitative criteria for success, alternate designs and project plans; 2) generation and analysis of alternate designs, and choice of best design; 3) formulation of test procedures to demonstrate that the design chosen meets the criteria for success, and testing of the completed project where feasible; 4) reporting on the design and testing. Prerequisite: ENGR 2620 and ((ENME 3511 and ENME 2671) or (ENCE 3231)) and senior standing in engineering.

**ENGR 3323 Engineering Design Project II (3 Credits)**

Planning, development and execution of an engineering design project. The project may be interdisciplinary, involving aspects of computer, electrical and mechanical engineering. Projects have economic, ethical, social and other constraints, as appropriate. Design activities include 1) preparation and presentation of proposals in response to requests-for-proposals from "customers," including problem description, quantitative and qualitative criteria for success, alternate designs and project plans; 2) generation and analysis of alternate designs, and choice of best design; 3) formulation of test procedures to demonstrate that the design chosen meets the criteria for success, and testing of the completed project where feasible; 4) reporting on the design and testing. Prerequisite ENGR 3313.

**ENGR 3333 Engineering Design Project III (3 Credits)**

Planning, development and execution of an engineering design project. The project may be interdisciplinary, involving aspects of computer, electrical and mechanical engineering. Projects have economic, ethical, social and other constraints, as appropriate. Design activities include: 1) preparation and presentation of proposals in response to requests-for-proposals from "customers," including problem description, quantitative and qualitative criteria for success, alternate designs and project plans; 2) generation and analysis of alternate designs, and choice of best design; 3) formulation of test procedures to demonstrate that the design chosen meets the criteria for success, and testing of the completed project where feasible; 4) reporting on the design and testing. Prerequisite ENGR 3323.

**ENGR 3340 Product Development and Market Feasibility (4 Credits)**

In this course, students gain knowledge of designing products for market success by developing a product and optimizing its design for specific mass manufacturing technologies. Students gain experience through the design development process including market feasibility research, human-centered design, brainstorming and ideating new concepts, refinement through design iteration, and constructing alpha and beta prototypes that are designed with mass manufacturing considerations. Projects are based upon real world new product development principles. Students learn and practice the fundamentals of design thinking, design process, and entrepreneurship.

**ENGR 3450 Biosensing Technology (4 Credits)**

Biosensors are defined as analytical devices incorporating a biological material, a biologically derived material or a biomimic associated with or integrated within a physicochemical transducer or transducing microsystem, which may be optical, electrochemical, thermometric, piezoelectric, magnetic or micromechanical. This course provides instruction in the basic science and engineering concepts required to understand the design and application of biosensors. This module serves as an introduction to some of the biosensors and measurement techniques.

**ENGR 3455 Fluorescence and Its Applications in Biomedical Sensors (4 Credits)**

The course introduces the principles of fluorescence and its applications in the real world. It covers various topics including fluorophores (dye, fluorescent proteins, quantum dots, etc.), nanomaterials and nanostructures, design of biomedical sensors, point-of-care systems, and wearable devices. Cross listed with ENGR 4455.

**ENGR 3510 Renewable and Efficient Power and Energy Systems (4 Credits)**

This course introduces the current and future sustainable electrical power systems. Fundamentals of renewable energy sources and storage systems are discussed. Interfaces of the new sources to the utility grid are covered. Prerequisite: ENEE 2012.



**ENGR 3520 Introduction to Power Electronics (4 Credits)**

This covers fundamentals of power electronics. We discuss various switching converters topologies. Basic knowledge of Efficiency and small-signal modeling for the DC-DC switching converters is covered. Furthermore, magnetic and filter design are introduced. Prerequisites: ENEE 2211 and ENGR 3722.

**ENGR 3525 Power Electronics and Renewable Energy Laboratory (1 Credit)**

In this course the fundamentals of switching converters and power electronics in a real laboratory set-up are covered. The course incorporates hardware design, analysis, and simulation of various switching converters as a power processing element for different energy sources. The energy sources are power utility, batteries, and solar panels. Prerequisite: ENGR 3520.

**ENGR 3530 Introduction to Power and Energy Conversion Systems (3 Credits)**

Basic concepts of AC systems, single-phase and three-phase networks, electric power generation, transformers, transmission lines, and electric machinery. Cross listed with ENGR 4530. Prerequisite: ENEE 2022.

**ENGR 3535 Electric Power Engineering Laboratory (1 Credit)**

In this laboratory, the magnetic circuits, single phase transformers, power quality and harmonics synchronous machines, Induction machines and DC machines are studied and tested in a real physical setup. Prerequisite: ENGR 3530.

**ENGR 3540 Electric Power Systems (4 Credits)**

This course covers methods of calculation of a comprehensive idea on the various aspects of power system problems and algorithms for solving these problems. Prerequisite: ENGR 3530.

**ENGR 3545 Electric Power Economy (3 Credits)**

This course covers economy aspects of electric power industry and the implications for power and energy engineering in the market environment. Cross listed with ENGR 4545. Prerequisite: ENGR 3530.

**ENGR 3590 Power System Protection (3 Credits)**

This course covers methods of calculation of fault currents under different types of faults; circuit breakers, current transformers, potential transformers; basic principles of various types of relays; applications of relays in the protection of generator, transformer, line, and bus, etc. Prerequisite: ENEE 2022, ENGR 3530 or equivalent. 3.0 hours. Cross listed with ENGR 4590.

**ENGR 3611 Engineering Mathematics (3 Credits)**

Applied mathematics for engineers. Generalized Fourier analysis, complex variables, vector calculus, introduction to partial differential equations, and linear algebra. Prerequisites: MATH 2070, MATH 2080.

**ENGR 3620 Advanced Engineering Mathematics - Corporate (4 Credits)**

Applied mathematics for engineers. Systems and series solutions of ordinary differential equations, Fourier analysis, partial differential equations, linear algebra, vector calculus, special functions, unconstrained and combinatorial optimization, and applied probability and statistics. Prerequisites: MATH 2070 and MATH 2080 or instructor permission.

**ENGR 3621 Advanced Engineering Mathematics (4 Credits)**

Applied mathematics for engineers. Topics include vector spaces, normed vector spaces, inner product spaces, linear transformations, finite-dimensional linear transformations, linear operators, finite-dimensional linear operators, linear differential systems, linear difference systems, orthogonal transformations, amplitude estimation, fundamentals of real and functional analysis, and introduction to partial differential equations, and applications to engineering systems.

**ENGR 3630 Finite Element Methods (4 Credits)**

Introduction to the use of finite element methods in one or two dimensions with applications to solid and fluid mechanics, heat transfer and electromagnetic fields; projects in one or more of the above areas. Prerequisites: ENME 2541 AND ENGR 1572.

**ENGR 3650 Probability and Statistics for Engineers (4 Credits)**

This course covers quantitative analysis of uncertainty and decision analysis in engineering. It covers the fundamentals of sample space, probability, random variables (discrete and continuous), joint and marginal distributions, random sampling and point estimation of parameters. It also covers statistical intervals, hypotheses testing and simple linear regression. The course includes applications appropriate to the discipline. Prerequisite: MATH 1953.

**ENGR 3721 Controls (3,4 Credits)**

Modeling, analysis and design of linear feedback control systems using Laplace transform methods. Techniques and methods used in linear mathematical models of mechanical, electrical, thermal and fluid systems are covered. Feedback control system models, design methods and performance criteria in both time and frequency domains. A linear feedback control system design project is required. Prerequisites: ENEE 2022, ENGR 3611 or permission of instructor.

**ENGR 3722 Control Systems Laboratory (1 Credit)**

This laboratory course serves as supplement to ENGR 3721. It aims at providing "hands on" experience to students. It includes experiments on inverted pendulum, gyroscopes, motor control, feedback controller design, time-domain and frequency domain. Corequisite: ENGR 3721.

**ENGR 3723 Digital Control (4 Credits)**

The course focuses on modeling, analysis, and design of digital control systems. Topics include: z-Transform and difference equations; sampling and aliasing; Zero-Order Hold (ZOH); A/D and D/A conversions; pulse transfer function representation; time and frequency domain representations; input/output analysis; analysis of sample data systems; stability; design of discrete-time controllers; introduction to state-space representation. Cross listed with ENGR 4723. Prerequisites: ENGR 3721 and ENGR 3722.

**ENGR 3730 Robotics (3 Credits)**

Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Cross listed with ENGR 4730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or permission of instructor.

**ENGR 3731 Robotics Lab (1 Credit)**

Laboratory that complements the analysis, design, modeling and application of robotic manipulators. Implementation of the mathematical structures required to support robot operation. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Corequisite: ENGR 3730 or permission of instructor.

**ENGR 3735 Linear Systems (4 Credits)**

This course focuses on linear system theory in time domain. It emphasizes linear and matrix algebra, numerical matrix algebra and computational issues in solving systems of linear algebraic equations, singular value decomposition, eigenvalue-eigenvector and least-squares problems, linear spaces and linear operator theory. It studies modeling and linearization of multi-input/multi-output dynamic physical systems, state-variable and transfer function matrices, analytical and numerical solutions of systems of differential and difference equations, structural properties of linear dynamic physical systems, including controllability, observability and stability. It covers canonical realizations, linear state-variable feedback controller and asymptotic observer design, and the Kalman filter. Cross listed with ENGR 4735. Prerequisites: ENGR 3611, ENGR 3721, and ENGR 3722, or permission of the instructor.

**ENGR 3800 Topics (ENGR) (1-4 Credits)**

Special topics in engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENGR 3900 Engineering Internship (0-4 Credits)**

Students in engineering may receive elective credit for engineering work performed for engineering employers with the approval of the chair or associate chair of the department. At the end of the term, a student report on the work is required, and a recommendation will be required from the employer before a grade is assigned. Junior, senior, or graduate status in engineering is normally required. May not be used to satisfy technical requirements. May be taken more than one for a maximum of 6 quarter hours. Prerequisite: permission of instructor.

**ENGR 3991 Independent Study (1-5 Credits)**

Topics in engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

**ENGR 3995 Independent Research (1-10 Credits)****ENGR 4100 Instrumentation and Data Acquisition (4 Credits)**

This course examines different instrumentation techniques and describes how different measurement instruments work. Measurement devices include length, speed, acceleration, force, torque, pressure, sound, flow, temperature, and advanced systems. This course also examines the acquisition, processing, transmission and manipulation of data. Final project or paper. Cross listed with ENGR 3100. Prerequisites: PHYS 1213 OR PHYS 1214.

**ENGR 4200 Introduction to Nanotechnology (4 Credits)**

The most important recent accomplishments so far in the application of nanotechnology in several disciplines are discussed. Then a brief overview of the most important instrumentation systems used by nanotechnologists is provided. The nature of nanoparticles, nanoparticle composites, carbon nanostructures, including carbon nanotubes and their composites is subsequently discussed. The course also deals with nanopolymers, nanobiological systems, and nanoelectronic materials and devices. The issues of modeling of nanomaterials and nanostructures is also covered. Multiscale modeling based on finite element simulations, Monte Carlo methods, molecular dynamics and quantum mechanics calculations are briefly addressed. Most importantly, students should obtain appreciation of developments in nanotechnology outside their present area of expertise. Cross listed with ENGR 3200.

**ENGR 4300 Advanced Numerical Methods (4 Credits)**

Fundamental and advanced numerical methods to approximate mathematical problems for engineering applications using modern software such as Matlab. Topics include numerical differentiation and integration, solution to linear and non-linear equations, ordinary and partial differential equations, and initial, boundary, and eigen value problems. Recommended prerequisite: MATH 2070.

**ENGR 4350 Reliability (4 Credits)**

An overview of reliability-based design. Topics include: fundamentals of statistics, probability distributions, determining distribution parameters, design for six sigma, Monte Carlo simulation, first and second order reliability methods (FORM, SORM). Most Probable Point (MPP) reliability methods, sensitivity factors, probabilistic design.

**ENGR 4455 Fluorescence and Its Applications in Biomedical Sensors (4 Credits)**

The course introduces the principles of fluorescence and its applications in the real world. It covers various topics including fluorophores (dye, fluorescent proteins, quantum dots, etc.), nanomaterials and nanostructures, design of biomedical sensors, point-of-care systems, and wearable devices. Cross listed with ENGR 3455.

**ENGR 4501 Graduate Capstone Design I (3 Credits)**

This is a project-centered course. This is the first third of a practical class that plans the engineering design project prior to addressing the design in earnest. This requires teamwork to develop the plan that details the schedule, cost, and who is responsible for which portions of the design effort. In this segment, the engineering teams establish the starting point for the design. This class puts theory into practice with the “shredding” of the RFP, defining a strategy for the team, balancing what has to be done with existing constraints, understanding the “true” problem of the customer, capturing the associated risks, and capturing margins required for the start of any design activity.

**ENGR 4502 Graduate Capstone Design II (3 Credits)**

This is a project-centered course. This is the second third of a practical class that implements the engineering design process (left side of the vee). This requires teamwork to develop the detailed design, which is a continuation of the accepted proposal. In this segment, the engineering teams add the details to a conceptual design. This class puts theory into practice with requirements development, balancing requirements against the constraints, completing a functional decomposition, developing a CONOPs document, developing a physical architecture, developing a functional architecture, and defining the interfaces through an ICD.

**ENGR 4503 Graduate Capstone Design III (3 Credits)**

This is a project-centered course. This is the third of a practical class that implements the engineering design process (right side of the vee). This requires teamwork to build, checkout, and test the final product. In this segment, the engineering teams build or procure hardware as a step towards the integration of the system. This class puts theory into practice by building components, developing software modules, integrating software with hardware, checkout of the system, and performing tests to verify construction, validate models, and collect data for acceptance by the team prior to demonstrating the operations of the product to the customer. Test data is collected through instrumentation of the final product with a buy-out and certification by the team. Testing may include performance testing and environmental testing as envisioned in the context diagram.

**ENGR 4504 Graduate Capstone Design IV (3 Credits)**

This is a project-centered course. This is the fourth of a practical class that implements the entire engineering “vee” design process. This requires teamwork to build, checkout, and test the final design product, e.g. hypothetical missile. In this segment, the engineering teams fine-tune the design process which may address advanced topics such as fault management and resilience. This class puts theory into practice by building components, developing software modules, integrating software with hardware, checkout of the system, and performing tests to verify construction, validate models, and collect data for acceptance by the team prior to demonstrating the operations of the product to the customer. It may also include addressing the beginning of the program through early management and pre-phase A activities. Test data is collected through instrumentation of the final product with a buy-in and certification by the team. Testing may include performance testing, functional testing, and environmental testing as envisioned in the system process.

**ENGR 4530 Intro to Power and Energy (4 Credits)**

Basic concepts of AC systems, single-phase and three-phase networks, electromechanical energy conversion, electric power generation, transformers, transmission lines, AC machinery, DC motors, and contemporary topics in power and energy conversion. Cross listed with ENGR 3530.

**ENGR 4545 Electric Power Economy (4 Credits)**

This course covers economy aspects of electric power industry and the implications for power and energy engineering in the market environment. Cross listed with ENGR 3545.

**ENGR 4560 Power Generation Operation and Control (4 Credits)**

This course covers economic dispatch of thermal units and methods of solution; transmission system effects; generate with limited energy supply; production cost models; control of generation; interchange of power and energy; power system security; state estimation in power systems; optimal power flow. Prerequisite: ENGR 3530 or ENGR 4530 or permission of instructor.

**ENGR 4590 Power System Protection (4 Credits)**

This course covers methods of calculation of fault currents under different types of fault; circuit breakers, current transformers, potential transformers; basic principles of various types of relays; applications of relays in the protection of generator, transformer, line, and bus, etc. Prerequisite: ENGR 3530 or ENGR 4530.

**ENGR 4620 Optimization (4 Credits)**

The development and application of various optimization techniques will be explored with engineering examples. Topics include: analytical and numerical methods, linear and non-linear programming techniques for unconstrained and constrained problems, and advanced optimization techniques, e.g. global optimization. Optimization methods will be developed and evaluated in code and used in a real-world application project.

**ENGR 4622 Advanced Optimization (4 Credits)**

Optimization is an indispensable tool for many fields of science and engineering and is one of the pillars of data science and machine learning. This course introduces optimization methods that are suitable for large-scale problems arising in data science, machine learning, and other engineering applications. We will discuss the development, computation, and convergence aspects for algorithms including gradient methods, accelerated methods, quasi-Newton methods, stochastic optimization, variance reduction, online optimization, as well as distributed optimization. We will also exploit the efficacy of these methods in concrete data science problems, including learning low-dimensional models, deep learning, and (possible) reinforcement learning. This course together with ENGR 4620 Optimization will provide in-depth introductions to optimization.

**ENGR 4680 Fault Diagnosis & Prognostics for System Design (4 Credits)**

Reliability engineering is a sub-discipline of systems engineering that emphasizes dependability in the lifecycle management of a product. Reliability, describes the ability of a system or component to function under stated conditions for a specified period of time. Reliability is closely related to availability, which is typically described as the ability of a component or system to function at a specified moment or interval of time. Normally, quality focuses on the prevention of defects during the warranty phase whereas reliability looks at preventing failures during the useful lifetime of the product or system from commissioning to decommissioning. Diagnosis is used, with variations in the use of logic, analytics, and experience, to determine "cause and effect". In systems engineering, it is typically used to determine the causes of symptoms, mitigations, and solutions. Prognostics is an engineering discipline focused on predicting the time at which a system or a component will no longer perform its intended function. This lack of performance is most often a failure beyond which the system can no longer be used to meet desired performance. The predicted time then becomes the remaining useful life (RUL), which is an important concept in decision making for contingency mitigation. Success in this course requires knowledge of probability theory and statistics, and familiarity with MATLAB/Simulink.

**ENGR 4723 Digital Control (4 Credits)**

The course focuses on modeling, analysis, and design of digital control systems. Topics include: z-Transform and difference equations; sampling and aliasing; Zero-Order Hold (ZOH); A/D and D/A conversions; pulse transfer function representation; time and frequency domain representations; input/output analysis; analysis of sample data systems; stability; design of discrete-time controllers; introduction to state-space representation. Cross listed with ENGR 3723. Prerequisites: ENGR 3721 and ENGR 3722.

**ENGR 4730 Introduction to Robotics (4 Credits)**

Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Cross listed with ENGR 3730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or instructor approval.

**ENGR 4735 Linear Systems (4 Credits)**

This course focuses on linear system theory in time domain. It emphasizes linear and matrix algebra, numerical matrix algebra and computational issues in solving systems of linear algebraic equations, singular value decomposition, eigenvalue-eigenvector and least-squares problems, linear spaces and linear operator theory. It studies modeling and linearization of multi-input/multi-output dynamic physical systems, state-variable and transfer function matrices, analytical and numerical solutions of systems of differential and difference equations, structural properties of linear dynamic physical systems, including controllability, observability and stability. It covers canonical realizations, linear state-variable feedback controller and asymptotic observer design, and the Kalman filter. Cross listed with ENGR 3735. Prerequisites: ENGR 3611, ENGR 3721, ENGR 3722, or permission of the instructor.

**ENGR 4740 Adaptive Control Systems (4 Credits)**

Theoretical and application aspects of robust adaptive control design for uncertain dynamical systems. Topics include: parameter estimation, stability, model reference adaptive systems, self-tuning regulators, gain scheduling, design for robustness against unmodeled dynamics and disturbance signals. Examples will be given from aerospace engineering (changes in the dynamics of aircraft), process control, and robotics. Modern alternatives to traditional adaptive control will be discussed (switching multi-model/multi-controller adaptive schemes). Prerequisite: ENGR 3721 or permission of instructor. Familiarity with MATLAB/Simulink.

**ENGR 4745 Adv Non-Linear Control System (4 Credits)**

Nonlinear system analysis methods: Existence of solutions of ODEs, uniqueness, continuity, compactness, fixed point, linearization, metric spaces, Contraction Mapping Theorem, Gronwall-Bellman lemma. Phase plane analysis; Limit Cycles. Lyapunov stability of autonomous and non-autonomous systems. Circle criterion, absolute stability, Popov criterion. Passivity and Lyapunov stability. Input-to-State stability. Small Gain Theorem. Describing functions. Nonlinear control system synthesis methods: Passivity-based control. Stability via Feedback Linearization. Lie derivatives.

**ENGR 4750 Networked Control Systems (4 Credits)**

Fundamental tools and recent advances in networked control. Topics include the control of multi-agent networks found in multi-vehicle coordination, control of sensor networks, unmanned vehicles, and energy systems. Network models, distributed control and estimation, distributed control under limited communications and sensing, formation control, coverage control in mobile sensor networks. Prerequisites: linear algebra, linear control systems, differential equations, familiarity with MATLAB, or permission of instructor.

**ENGR 4755 Optimal Control (4 Credits)**

Introduction to optimal control theory (control laws that maximize a specified measure of a dynamical system's performance). Topics include: optimality conditions and constraints; calculus of variations; review of mathematical programming (Lagrange multipliers, convexity, Kuhn-Tucker theorem); Pontryagin's maximum principle (constraints, Hamiltonians, bang-bang control); dynamic programming and Linear Quadratic Regulation (Riccati, Hamilton-Jacobi equation). Prerequisites: ENGR 3721 (Controls) and ENGR 3735/4735 (Linear Systems) or equivalent courses.

**ENGR 4760 Multivariable Control (4 Credits)**

Multivariable aspects of control (systems with multiple actuators and sensors); performance analysis of feedback control systems; sensitivity; robustness and stability margins; disturbance attenuation; design tradeoffs; singular value; characteristic locus. Modern H-infinity control theory and 'mu' synthesis-based robust control design techniques. Enforced Prerequisites and Restrictions ENGR 3721 (Controls) and ENGR 4735 (Linear Systems at a graduate level) or equivalents.

**ENGR 4765 Robot Control (4 Credits)**

The course focuses on different techniques, methods, and theories for control of robots. The topics covered include: introduction to nonlinear control theory, review of independent joint control, nonlinear and multivariable robot control, feedback linearization control of robots, control of underactuated robots, control of nonholonomic and mobile robots. force and impedance control, and vision-based control. Pre-requisite or co-requisite: ENGR 3730 or ENGR 4730, or equivalent is recommended.

**ENGR 4790 Systems Engineering Requirements (4 Credits)**

The course covers fundamentals of design and requirements analysis of complex systems to meet overall mission requirements. It spans the whole requirements engineering phase that includes requirements analysis, decomposition, derivation, allocation, verification and validation planning. Students acquire expertise in creating UML and SYML case diagrams and in defining and implementing verification and validation plans. Requirement management methods and tools, associated vernacular, and requirements configuration control are also covered. Prerequisites: ENMT 4100, or permission by the Instructor.

**ENGR 4810 Advanced Topics (ENGR) (1-5 Credits)****ENGR 4865 Design, Innovation, and Entrepreneurship (4 Credits)**

The course focuses on design and innovation of engineering systems and products. It deals with entrepreneurship, critical and innovative thinking, creativity and lateral thinking, research and technology challenges that lead to innovation, entrepreneurship and new product development, problem solving and decision making. It discusses factors that affect innovation (e.g. tech insertion), as well as a wide range of case studies in diverse application domains. Course Requirements: Projects.

**ENGR 4910 Conceptual Design (4 Credits)**

Conceptual design is the part of the design process where—by identifying the essential problems through abstraction, establishing function structures, searching for appropriate working principles and combining these into a working structure— the basic solution path is laid down through the elaboration of a solution principle. Conceptual design specifies the principle solution. Concept design rarely starts at the same point; you might have an existing design that needs iterating or the requirement to create a conceptualized form. Problem solving consists of using generic or ad hoc methods in an orderly manner to find solutions to problems. George Polya (mathematician) presented two important decision-making principles, understanding the problem and devising a plan. To understand what is new, students are asked to look at intellectual property, a category of property that includes intangible creations of the human intellect. There are many types of intellectual property such as patents, and some countries recognize more than others. Designers assess the many different directions a design could take at this stage will allow you to identify what you like and don't like from each one. The preferred concept will then be further developed using engineering drawings, schematics and possibly 3D models which will show how the design will look and operate.

**ENGR 4920 Aerospace Missions (4 Credits)**

The Design "Problem" in Advanced Aerospace Systems describes the problems in the conceptual design of various types of aircraft, spacecraft, and complex vehicles. It covers the following topics: design of orbital spacecraft, design for Moon missions (such as landers), design for Mars missions (including rovers), design of an unmanned drone for surveillance (high-altitudes), CubeSats (having large constellations), and rockets and missiles (including hypersonic). Problem statements are concise descriptions of design problems. Design teams use them to define the current and ideal states, to freely find user-centered solutions. This class stands as a reference of interest to engineers and scientists working in aerospace engineering and related topics.

**ENGR 4940 Mission Operation Controls (4 Credits)**

Space operations is based at a centralized control center, a facility used for command & control (C2), and related communication equipment (antennas, etc.). The human operators conduct the day-to-day operations for controlling the spacecraft. They control the spacecraft and its payloads, and carries out all activities related to mission planning and scheduling. For example, normal orbital operations are interrupted every six months to conduct orbital maneuvers. Launch operations begin with spacecraft integration and checked-out for launch. Once safely placed in orbit, command and control goes back and forth between the ground control station and the spacecraft or satellite. A key aspect of spacecraft operations is the transferring of data from the onboard instruments collected by its payload to the ground, eventually disseminating the data to concerned users and analysts through a ground data network. This requires an on-orbit communication architecture.

**ENGR 4991 Independent Study (1-5 Credits)****ENGR 4995 Independent Research (1-16 Credits)****ENGR 5991 Independent Study (0-10 Credits)****ENGR 5995 Independent Research (1-16 Credits)****ENME 2410 Materials Science I (3 Credits)**

Atomic structure, bonding and crystal structures in solids. Diffusion and crystal defects. Thermodynamics and phase equilibria in one-, two- and three-component systems, binary phase diagrams. Kinetics and phase transformations. Specific microstructure and mechanical properties of metals, glasses, ceramics, polymers and composites. Electrical conduction: energy levels and bands, charge carriers and insulators. Semiconductors of intrinsic and extrinsic types. Prerequisites: PHYS 1212, CHEM 1010, MATH 1952, and ENME 2710.

**ENME 2421 Materials Science II (3 Credits)**

Atomic structure, bonding and crystal structures in solids. Diffusion and crystal defects. Thermodynamics and phase equilibria in one-, two- and three-component systems, binary phase diagrams. Kinetics and phase transformations. Specific microstructure and mechanical properties of metals, glasses, ceramics, polymers and composites. Electrical conduction: energy levels and bands, charge carriers and insulators. Semiconductors of intrinsic and extrinsic types. Laboratory projects/demonstrations. Prerequisites: ENME 2410.



**ENME 2510 Statics (4 Credits)**

Study of static force systems. Topics include resolution and composition of forces and moments, equilibrium of two-dimensional and three-dimensional force systems, shear and moments in beams, friction, and moments of inertia. Includes a laboratory component where students will engage in hands-on projects that apply loading equilibrium, design of structures, and stress/strain. Prerequisites: MATH 1951 AND PHYS 1211.

**ENME 2520 Dynamics I with Lab (4 Credits)**

Particles Kinematics, Reference Frames, Coordinate Systems, Newton's Laws, Energy and Momentum, Multiparticle Systems, Collisions, Variable Mass Systems. These topics are addressed through analytical analysis, numerical simulation using Matlab, and experimental data collection. Cross listed with PHYS 2520. Corequisite: MATH 2080; Prerequisite: ENME 2510 AND MATH 2070.

**ENME 2530 Dynamics II (3 Credits)**

Rotating reference frames, rigid body kinematics, rigid body kinetics, Euler's Laws, inertia, energy and momentum, and three-dimensional motion. Cross listed with PHYS 2530. Prerequisites: ENME 2520.

**ENME 2540 System Dynamics (3 Credits)**

This course covers modeling, analysis, and control of single and multiple degree-of freedom dynamical systems, including mechanical, electrical, thermal, fluid systems and their combinations (mixed systems). Basic concepts in system theory, such as state variables and stability concepts, will be introduced as well as bond graph notation and approach. Prerequisites: ENME 2530, ENME 2661, ENGR 1572, and ENEE 2012.

**ENME 2541 Mechanics of Materials (3 Credits)**

Normal and shear stress and strain; elasticity, mechanical properties of materials, principal stresses; torsion, beams, deflection of beams under loads, methods of superposition, failure theory, columns. Prerequisite: ENME 2510.

**ENME 2651 Fluid Dynamics I (3 Credits)**

Course series provides students with the basic skill levels required to solve fluid-mechanics and heat transfer problems. Topics include hydrostatics, dimensional analysis, incompressible and compressible flows, conduction, convection and radiation. Students explore a variety of solution techniques such as control volume, differential analysis, boundary layer analysis, finite differencing and resistance network analogies. Prerequisite: ENME 2510 and MATH 2070.

**ENME 2661 Fluid Dynamics II/Heat Transfer I (3 Credits)**

Course series provides students with the basic skills levels required to solve fluid-mechanics and heat transfer problems. Topics include hydrostatics, dimensional analysis, incompressible and compressible flows, conduction, convection and radiation. Students explore a variety of solution techniques such as control volume, differential analysis, boundary layer analysis, finite differencing and resistance network analogies. Prerequisite: ENME 2651.

**ENME 2671 Heat Transfer II with Lab (4 Credits)**

Course series provides students with the basic skill levels required to solve fluid-mechanics and heat transfer problems. Topics include hydrostatics, dimensional analysis, incompressible and compressible flows, conduction, convection and radiation. Students explore a variety of solution techniques such as control volume, differential analysis, boundary layer analysis, finite differencing and resistance network analogies. Prerequisite: ENME 2661.

**ENME 2710 Engineering Thermodynamics I (3 Credits)**

Properties of a pure substance. Use of tables of properties. First and second laws of thermodynamics for closed and open systems. Work, heat, power and entropy. Engine, power plant and refrigeration cycles. Gas mixtures, thermodynamic relations and chemical reactions. Prerequisite: PHYS 1212.

**ENME 2720 Engineering Thermodynamics II (3 Credits)**

Properties of a pure substance. Use of tables of properties. First and second laws of thermodynamics for closed and open systems. Work, heat, power and entropy. Engine, power plant and refrigeration cycles. Gas mixtures, thermodynamic relations and chemical reactions. Prerequisite: ENME 2710.

**ENME 2810 Mechanical Engineering Lab I (3 Credits)**

Engineering experiments illustrating selected topics in heat transfer, fluid mechanics, solid mechanics, thermodynamics, measurement and control. Use of microcomputers in experimentation and control. This course encourages the development of laboratory experimentation skills, design skills and technical writing skills. Prerequisites: ENME 2540 AND ENME 2671.

**ENME 3320 Computer Aided Design and Analysis (4 Credits)**

Introduction to the use of computer aided design and analysis with applications to solid and fluid mechanics, heat transfer and vibrations; projects in one or more of the above areas. Emphasis on how to use the software to analyze engineering systems. Prerequisites ENME 2541 and ENME 2651.

**ENME 3400 Fatigue (4 Credits)**

A detailed overview of fatigue. Topics include: stress life and strain life approaches, fracture mechanics, constant amplitude and spectrum loading, life prediction, fatigue at notches, microstructural effects, environmentally assisted fatigue, retardation and acceleration, multi-axial fatigue, design against fatigue, and reliability. Cross listed with ENME 4400.

**ENME 3511 Machine Design (3 Credits)**

Application of statics, dynamics, mechanics of materials and manufacturing processes to the design of machine elements and systems. Properties of materials and design criteria. Synthesis and analysis of a machine design project. Prerequisites: ENME 2520 and ENME 2541.

**ENME 3545 Mechanisms (4 Credits)**

Synthesis, analysis and use of mechanisms. Mechanisms studied include cams, gears and planar linkages, with an emphasis on planar linkages. Prerequisites: ENME 2530 and ENGR 1572.



**ENME 3651 Computational Fluid Dynamics (4 Credits)**

This course introduces principles and applications of computational methods in fluid flow and topics chosen from heat transfer, mass transfer or two phase flow. The conservation equations, their discretizations and solutions, are presented. Convergence and validity of solutions along with computational efficiency are explored. Students learn to apply these techniques using the latest software packages. Prerequisites: ENME 2671.

**ENME 3661 Mechanical Energy Systems Engineering (4 Credits)**

This course covers energy systems engineering analysis from a mechanical and materials engineering perspective. This course covers energy production from traditional energy systems that use fossil fuel combustion such as internal combustion engines, coal-fired plants, and natural gas turbines, to nuclear energy and renewable energy methods such as wind, solar, hydraulic, and geothermal. Lastly, the course will survey emerging technologies for future (21st century) energy systems. Students should have taken at a minimum Thermodynamics, Dynamics, and Fluid Dynamics courses. Prerequisites: ENME 2720, ENME 2510, ENME 2651.

**ENME 3720 Aerospace Engineering: Atmospheric Flight Dynamics (4 Credits)**

This course provides an introduction to aerospace engineering analysis and design. In the atmospheric domain, the basics of aerodynamics are covered, followed by flight mechanics. The approach is from a practical perspective in which analysis and design are intertwined. Prerequisites: ENME 2651 and ENME 2720 and ENME 2530.

**ENME 3730 Aerospace Engineering: Space Flight Dynamics (4 Credits)**

This course is focused on the aerospace discipline of space environment and orbital mechanics. The topics in this discipline are discussed in detail and provide aid in designing spacecraft/space missions. Some of the topics covered in this course include space environment, satellite orbits, spacecraft configurations, transfer orbits, and elementary space propulsion. Prerequisites: ENME 2651 and ENME 2720 and ENME 2530.

**ENME 3810 Mechanical Engineering Capstone Laboratory (3 Credits)**

This course is the capstone mechanical engineering laboratory course requiring independent experimental design by student teams. Using experimental equipment available in heat transfer, fluid mechanics, solid mechanics, thermodynamics, and measurement and control, the student team is required to design experiments to solve given problems which will be unique to each team. This course encourages students to develop experimental design and research techniques while continuing to improve skills in fundamental lab notebook keeping, uncertainty analysis in measurements, data acquisition, data analysis, report writing, oral presentations, and laboratory safety and procedures. Prerequisite: ENME 2810.

**ENME 3820 Topics Mechanical Engineering (0-5 Credits)**

Mechanical engineering topics as announced. May be taken more than once. Prerequisite: vary with offering.

**ENME 3991 Independent Study (1-5 Credits)**

Topics in mechanical engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

**ENME 3995 Independent Research (1-10 Credits)****ENME 4020 Adv Finite Element Analysis (4 Credits)****ENME 4310 Computational Methods for Mechanics and Materials (4 Credits)**

An introductory course for the general-purpose computational methods in advanced multiscale materials and mechanics. Students learn the fundamentals on the numerical methods used in mechanical and materials engineering. Cross listed with ENME 3310.

**ENME 4360 Elasticity (4 Credits)**

Students will be able to apply the fundamental principles of elasticity to solve two- and three-dimensional mechanical engineering problems involved in modern applications of elastic structures, composite materials, tribology and contact mechanics. Dependence on previous knowledge of solid mechanics, continuum mechanics or mathematics is minimized. The emphasis is placed on the engineering applications of elasticity. Suggested prerequisite: ENME 2541.

**ENME 4400 Fatigue (4 Credits)**

A detailed overview of fatigue. Topics include: stress life and strain life approaches, fracture mechanics, constant amplitude and spectrum loading, life prediction, fatigue at notches, microstructural effects, environmentally assisted fatigue, retardation and acceleration, multi-axial fatigue, design against fatigue and reliability. Cross listed with ENME 3400.

**ENME 4520 Intermediate Dynamics (4 Credits)**

Development and analysis of dynamic systems through classical approaches. Topics will include: Vector algebraic/differential geometry for 3D translational and rotational kinematic analyses with motion constraints. Formulation of equations of motion for 3D multibody systems using: Newton/Euler equations; Angular momentum principle; and D'Alembert principle (aka road-maps). Some exposure to Euler-Lagrange and Kane's Methods calculations. Symbolic and numerical computational solutions to linear/nonlinear algebraic and differential equations governing the configuration, forces, and motion of systems with multiple degrees of freedom. Recommended prerequisites: MATH 2070.

**ENME 4530 Advanced Dynamics (4 Credits)**

Formulation of equations of motion for constrained 3D multibody systems with: D'Alembert principle (MG road-maps); power, work, and energy; Lagrange's equations; and Kane's method. Euler parameters/quaternions, specified motion, constraint force/torque calculations, feed-forward control, inequality constraints and/or intermittent contact. Tensors and mass property calculations. Symbolic and numerical computer skills for geometry/kinematic analysis, mass/inertia calculations, forces and motion, and simulation of multi-body dynamic systems. Training for advanced research and professional work. Recommended pre-requisite: ENME 4520.

**ENME 4541 Advanced Mechanics of Materials (4 Credits)**

This is a second-level course in mechanics of materials with an emphasis on techniques that are useful for mechanical design. Topics may include energy methods, non-symmetrical and nonlinear bending, shear and torsion of closed and open sections, beams in elastic foundations, membrane stress in axisymmetric shells, axisymmetric bending of cylindrical shells, thick-walled cylinders and disks, curved beams, and elastic stability.

Recommended prerequisite: ENME 2541.

**ENME 4630 Viscous Flow (4 Credits)**

Course covers the fundamentals of fluid mechanics from an advanced point of view with emphasis on the mathematical treatment of viscous-flow phenomena. Topics cover the Navier-Stokes equations and its exact and similarity solutions, laminar boundary layer theory, free-shear flows, and the phenomena of instability and transition to turbulence. Recommended prerequisite: ENME 2661.

**ENME 4670 Advanced Computational Fluid Dynamics (4 Credits)**

Building on the principles and applications of computational methods in fluid flow and topics chosen from heat transfer, mass transfer and two phase flow. Specifically, Monte Carlo and volume of fluid techniques are discussed at length. Additionally, students learn how to set up automated design optimization using the latest software packages. Time permitting, students also are introduced to fluid-solid interaction modeling. Prerequisite: ENME 3651.

**ENME 4671 Convective Heat Transfer (4 Credits)**

The objective of this course is to examine the physical phenomena associated with heat transfer in the presence of fluid flow. We will develop a mathematical description of the processes (fluid flow and heat transfer) for laminar and turbulent flows for both internal and external situations. Exposure to the fundamentals of fluid mechanics and heat transfer is expected before taking this course.

**ENME 4800 Advanced Topics (ME) (0-5 Credits)**

Determined by interest and demand. May be taken more than once for credit.

**ENME 4900 Grad Professional Development (1 Credit)**

This course is required for all MME MS graduate students and all MME PhD graduate students who enter with a BS or enter with an MS but fail their first qualifying exam. One of our objectives is for all graduating students to have good written and verbal communication skills. This course is set up to meet those objectives. During this course, students write a mini-proposal and/or literature review. Students follow guidelines for a funding agency (e.g. NSF or NIH) for the mini-proposal. If students have a research advisor, students can coordinate with their advisor. If students do not have a research advisor, students may pick a topic that most interests them. Both a written proposal and an oral presentation are required of all students. Graduate standing is required.

**ENME 4950 Graduate Assessment (0 Credits)**

This graduate assessment course is required for all MME graduate students to be taken in their last quarter. All required assessment materials are uploaded to DU Assessment to meet the course requirements. Students will receive emails through the DU Assessment system notifying you of what is required to be uploaded.

**ENME 4991 Independent Study (1-10 Credits)****ENME 4995 Independent Research (1-16 Credits)****ENME 5991 Independent Study (1-10 Credits)****ENME 5995 Independent Research (1-16 Credits)****ENMT 3220 Mechatronics II - Real-Time Systems (4 Credits)**

Real-time systems require timely response by a computer to external stimuli. This course examines the issues associated with deterministic performance including basic computer architecture, scheduling algorithms, and software design techniques including data flow diagrams, real-time data flow diagrams, state transition diagrams, and petri nets. In the lab portion of this class, students program a microcontroller to interact with mechatronic devices. Prerequisite: ENCE 3210.

**ENMT 3800 Topics (Mechatronics) (1-4 Credits)**

Various topics in mechatronics system engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENMT 3991 Independent study (1-5 Credits)**

Topics in mechatronics engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

**ENMT 4000 Space Systems Design I (4 Credits)**

The application of advanced theory and concepts as they relate to the development of spacecraft and missile subsystems, and how those subsystems are related under the umbrella of systems engineering. The course emphasizes practical aspects of space systems design and integration, and is team-taught by faculty and functional experts in the various fields. Lecture topics include aerospace materials, mechanics, thermal control, embedded systems, distributed sensor networks and aerospace probability and statistics.

**ENMT 4010 Space Systems Design II (4 Credits)**

The continuation of Space Systems Design I. Lecture topics include payload communications, guidance and control, spacecraft electric power, propulsion systems, radiation and avionics and sensor subsystems. Prerequisite: Space Systems Design I.

**ENMT 4100 Systems Engineering (4 Credits)**

Systems engineering is an interdisciplinary field of engineering and engineering management that focuses on how to design and manage complex systems over their life cycles. At its core, systems engineering utilizes systems thinking principles to organize this body of knowledge. Systems follow systems theory by having the design interface with its environment. System design typically follow the “V-diagram”, a serial process with structured verification occurring at each level of abstraction (system-subsystem-component hierarchy levels). The V-diagram traces the basic design process, starting with a problem, developing requirements, definitized with a concept of operations, and accomplishing a functional analysis and decomposition. Systems engineering takes a holistic approach to design, taking an idea to a concept and detail design. This includes a functional architecture and physical architecture, with particular attention paid to interfaces. Having built or procured components and developing software, the system is assembled and integrated. Verification and Validation is accomplished at each level of decomposition, starting at the lowest level and moving up to a system level that can be validated with the customer or shareholders. There are a series of milestones that are used to monitor the progress of the design. Instructor permission required.

**ENMT 4220 Mechatronics II (4 Credits)**

This course combines systems design and integration with a real world project involving the design and fabrication of an integrated system.

Prerequisite: Mechatronics I or equivalent.

**ENMT 4225 System Models, Simulation & Tools (4 Credits)**

A physical model is a smaller or larger physical copy of an object. Physical models allow visualization, from examining the model, of information about the thing the model represents. A model can be a physical object such as a spacecraft or spacecraft subsystem. Modeling and simulation are a key enabler for systems engineering activities as the system representation in a computer readable (and possibly executable) model enables engineers to reproduce the system (or Systems of System) behavior. Modeling is a tool for diagramming and understanding complex processes; Model-Based Systems Engineering (MBSE) is a powerful engine for design growth. It's endlessly adaptable to human needs and technological trends, unlocking incredible potential for analysis, and helping solve tomorrow's grand engineering challenges such as in aerospace. Physics-based models can be combine for use with equations of mathematical physics, coupled with real-time sensor measurements, and their numerical solution in an effort to understand complex design and operations.

**ENMT 4270 Fundamentals of System Electrical, Mechanical and Software Design (4 Credits)**

Design of individual electrical and mechanical components comprising a system. Comprehensive integrated approach making the transition from design of individual electrical/mechanical components into a complete electrical-mechanical system design. Topics include systems engineering of complex electronics (FPGAs, ASICs, Hybrids), electromagnetic compatibility, electromagnetic interference, electrical compatibility analysis, system power modeling and energy efficiency, electrical systems integration and test methodologies, mechanical system modeling, system thermal/stress analysis methods and tools, mass management, mechanical systems integration and test methodologies. Prerequisites: ENMT 4000, ENMT 4010, or permission by the Instructor. Course Requirements: Assignments and projects.

**ENMT 4275 Applied System Electrical, Mechanical, and Software Design (4 Credits)**

This is a practice-centered course. Assess case studies of design, implementation and testing, validation and verification of complete complex (e.g. spacecraft) systems to meet mission requirements with performance guarantees. Prerequisites: It is recommended that the elective course ENMT 4270 is taken first, or permission by the Instructor.

**ENMT 4280 Design for Feasibility and Resilience (4 Credits)**

A feasible design is an activity based on selected testing and engineering analysis, which presents enough information to determine whether or not the project should be advanced to the final design and production fabrication stage. In the fields of engineering, resilience is the ability to absorb or avoid damage without suffering complete failure and is an objective of the design. Resilience is described as the ability to return to the steady-state condition following a perturbation of the control behavior. When thinking about resilience, system engineering typically refer to this as an alternative (or as a complement) to the conventional view of safety. But resilience (or more accurately, the ability to perform in a resilient manner) is not about avoiding failures and breakdowns, i.e., it is not just the opposite of a lack of safety. This has led to early discussions about resilience versus robustness, resilience versus brittleness, etc. The focus of resilience engineering is thus resilient performance, rather resilience as a property (or quality) or resilience in a 'X versus Y' dichotomy. Students enrolling in this course should have knowledge of probability and statistics, familiarity with MATLAB/Simulink, or permission of the instructor.

**ENMT 4285 Complex System Architectures, Models, and Tools (4 Credits)**

The course focuses on mission requirements and how an overall mission should function by examining different architecture configurations and tools for modeling purposes. Example architecture models include: executable, networked, distributed, real-time, information assurance, framework, and reference. Students learn about development and allocation of functional and non-functional requirements and how to analyze architecture issues. Emphasis is on development of Service Oriented Architecture (SOA) solutions and ability to modeling and analysis using Systems Modeling Language (SysML). Prerequisites: ENMT 4100, or permission by the instructor. Course Requirements: Assignments and projects.

**ENMT 4730 Advanced Ground Robotics (4 Credits)**

Introduction to path planning and sensing and estimation for robotic manipulations and mobile robots. Review of the mathematical preliminaries required to support robot theory. Topics include advanced sensors, mobile robot mechanisms, advanced manipulator mechanisms, path planning in 2-D and 3-D, and simultaneous localization and mapping. Applications include task and motion planning for idealized and real robots.

**ENMT 4800 Adv Topics (Mechatronics) (1-5 Credits)**

Various topics in Mechatronics System Engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENMT 4801 Adv Topics (Mechatronics) (1-5 Credits)**

Various topics in Mechatronics System Engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENMT 4991 Independent Study (1-5 Credits)****ENMT 4995 Independent Research (1-18 Credits)****MTSC 3010 Mechanical Behavior of Materials (4 Credits)**

Effects of microstructure on mechanical behavior of materials (metals, polymers, ceramics and composites); emphasis on recent developments in materials science, modulus, fracture (fracture toughness and brittle strength), fatigue, creep, wear, friction, stress rupture and deformation. Cross listed with MTSC 4010. Prerequisites: ENME 2421.

**MTSC 3020 Composite Materials I (4 Credits)**

An introduction to composite materials. Properties of fibers and matrices, fiber architecture, elastic properties of laminae and laminates, interface in composites. Cross listed with MTSC 4020. Prerequisites: ENME 2410 and ENME 2541.

**MTSC 3450 Fracture Mechanics (4 Credits)**

Topics include stress field at a crack tip, linear fracture mechanics, energy release rate, stress intensity factors, plastic zones, plane stress, plane strain, fracture toughness, Airy stress functions, elastic-plastic fracture mechanics, J integral, crack tip opening displacements, experimental testing, fatigue, life prediction, crack closure, weight functions, failure analysis. Cross listed with MTSC 4450. Prerequisites: ENME 2421 and ENME 2541.

**MTSC 3800 Topics in Materials Science (1-5 Credits)**

Various topics in materials science as announced. May be taken more than once. Prerequisite: varies with each topic.

**MTSC 4010 Mechanical Behavior of Materials (4 Credits)**

Effects of microstructure on mechanical behavior of material; emphasis on recent developments in materials science, fracture, fatigue, creep, wear, corrosion, stress rupture, deformation and residual stress. Cross listed with MTSC 3010.

**MTSC 4020 Composite Materials I (4 Credits)**

An introduction to composite materials. Properties of fibers and matrices, fiber architecture, elastic properties of laminae and laminates, interface in composites. Cross listed with MTSC 3020.

**MTSC 4215 Composite Materials II (4 Credits)**

A continuation of MTSC 4210: Strength and toughness of composites, thermal behavior, fabrication methods, examples of applications. Prerequisite: MTSC 4210.

**MTSC 4450 Fracture Mechanics (4 Credits)**

Topics include stress field at a crack tip, linear elastic fracture mechanics, energy release rate, stress intensity factors, plastic zones, plane stress, plane strain, fracture toughness, Airy stress functions, elastic-plastic fracture mechanics, J integral, crack tip opening displacements, experimental testing, fatigue, life prediction, crack closure, weight functions, failure analysis. Cross listed with MTSC 3450.

**MTSC 4800 Advanced Topics (MTSC) (1-5 Credits)**

Selected topics (depending on student and faculty interest): fracture mechanics, fatigue, nonlinear constitutive models, dynamic behavior of materials, corrosion resistant design, thermodynamics of solids II.

**MTSC 4991 Independent Study (1-10 Credits)****MTSC 4995 Independent Research (1-16 Credits)****MTSC 5995 Independent Research (1-16 Credits)**

## Media, Film and Journalism Studies

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The Department of Media, Film and Journalism Studies prepares students for lives and careers in a fast-moving and mediated environment. Students explore communication platforms and industries, experiment with and critique professional communication practices, engage with communities, research key ideas and consider the relationships between media and power. Faculty expertise is centered in these areas of specialization:

- Film studies and production: narrative and documentary filmmaking; screenwriting; film and media history and criticism; social media storytelling
- Journalism studies: online journalism, politics and media, activist and community media, newswriting, design and layout, media law, policy and ethics
- Media studies: media and society; interactive and digital media; media influence; globalization and media; history and future of the media industries; social, political, economic and cultural implications of media practices and processes; reading and analysis of media texts
- Strategic communication: public relations, communication campaigns, health communication, global and multicultural communication, branding, media law, policy and ethics, advertising and audience research

The four majors all provide the theoretical grounding and leading-edge experiential learning necessary to address the complex challenges of mediated communication. We also offer a minor in Media, Film & Journalism Studies.

The department also offers internship experiences with local, regional, national and international placements. Career opportunities for graduates in media studies, film and television, journalism and strategic communication include a wide range of positions in business, nonprofit organizations, media, government and education.

## Film Studies and Production Major

The film studies and production major facilitates a strong grounding in the history, theory, production and criticism of film and television. Students acquire critical skills in the reading and analysis of media texts together with skills involved in various modes of motion-picture/television production. Students are encouraged to consider the consequences and ethical implications of the approaches to style and content they choose, and are asked to situate their work within the many historical contexts presented in the various production, history and criticism classes. The major teaches narrative, documentary and social media storytelling by taking students through all phases of media production including pre-production, production, post-production and distribution; establishes technical proficiency in camera use, lighting, digital editing software and sound design; and develops the ability to write script treatments, project pitches, and various media scripts as well as critical arguments about media representations and constructions.

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

40 credits, including the following:

Code	Title	Credits
<b>Film Studies &amp; Production Foundational Courses</b>		<b>12</b>
12 credit hours required		
MFJS 2000	Introduction to Film Criticism	
MFJS 2150	Scriptwriting	
MFJS 3215	Introduction to Filmmaking	
<b>Justice, Equity, Diversity, Inclusion and Internationalization - JEDII</b>		<b>4</b>
Choose ONE of the following; 4 credit hours required		
MFJS 2160	Sexualities and Screens	
MFJS 2170	Globalization and Film	
MFJS 2220	Popular Music and Social Justice	
MFJS 2270	Activist Media	
MFJS 3202	Horror Films	
MFJS 3242	Reel Women	
MFJS 3652	Feminist Media Studies	
MFJS 3655	JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling	
<b>Film History Courses</b>		
Choose ONE of the following; 4 credit hours required; can take additional history courses for Specialized Courses		
MFJS 3212	History of Cinema 1930-1960	
MFJS 3214	Representational Issues in U.S. Film	
MFJS 3216	History of Contemporary Cinema 1960-Present	
<b>Capstone Experience</b>		<b>8</b>
8 credit hours required		
Majors must complete one of the following two-quarter sequences but may complete both sequences with the second sequence counting as electives.		
Narrative Film Sequence		
MFJS 3218 & MFJS 3220	Narrative Film Production I and Narrative Film Production II	
Documentary Film Sequence		
MFJS 3219 & MFJS 3221	Documentary Film Production I and Documentary Film Production II	
<b>Internship</b>		<b>4</b>
4 credit hours required		
MFJS 3980	Internship in Media, Film, and Journalism Studies <sup>2</sup>	
<b>Electives</b>		<b>12</b>
Choose THREE of the following; 12 credit hours required		

MFJS 2001	Producing Video for Social Media
MFJS 2170	Globalization and Film
MFJS 3202	Horror Films
MFJS 3212	History of Cinema 1930-1960
MFJS 3213	Producing the Music Video
MFJS 3214	Representational Issues in U.S. Film
MFJS 3216	History of Contemporary Cinema 1960-Present
MFJS 3223	Advanced Editing
MFJS 3224	Cinematography
MFJS 3226	Directing for Film and Television
MFJS 3227	Producing the Environmental Documentary
MFJS 3242	Reel Women
MFJS 3325	Advanced Screenwriting
MFJS 3506	Audio Documentaries
MFJS 3900	Topics in Media Film & Journalism <sup>1</sup>
MFJS 3991	Independent Study

**Total Credits****40**<sup>1</sup> With approval of instructor<sup>2</sup> Must have completed 12 credits in the major, including MFJS 2000 Introduction to Film Criticism and MFJS 3215 Introduction to Filmmaking; must have a 3.0 GPA.

## Journalism Studies Major

In this major, students immerse themselves in storytelling and multimedia production techniques that prepare them for careers in the changing media environment. Across the curriculum, students debate issues related to the challenges of representation, objectivity, bias, visual expression, monetization, surveillance, and privacy as they consider the theories, histories, and legal and ethical frameworks of media and communication. All students complete a journalism capstone as part of their major and are given many opportunities to interact and collaborate with professional journalists as they hone their skills across the spectrum of media industries.

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

40 credits, including the following:

Code	Title	Credits
<b>Journalism Studies Foundational Courses</b>		<b>4</b>
Choose ONE of the following; 4 credit hours required		
MFJS 2210	Introduction to Media and Culture	
MFJS 2280	Politics and Media	
<b>Justice Equity Diversity Inclusion and Internationalization (JEDII) Courses</b>		<b>4</b>
Choose ONE of the following; 4 credit hours required		
MFJS 2160	Sexualities and Screens	
MFJS 2170	Globalization and Film	
MFJS 2205	International & Development Communication	
MFJS 2220	Popular Music and Social Justice	
MFJS 2270	Activist Media	
MFJS 3120	Media Ethics, Race & Technology	
MFJS 3652	Feminist Media Studies	
MFJS 3440	Global & Multicultural Campaigns	
MFJS 3655	JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling	
<b>Specialized Courses for the Major</b>		<b>16</b>
16 credit hours required		
MFJS 2140	Storytelling & Reporting	
MFJS 2240	Multimedia Journalism	



MFJS 3040	Media Law	
MFJS 3980	Internship in Media, Film, and Journalism Studies <sup>1</sup>	
<b>Journalism Capstone Course</b>		<b>4</b>
Choose ONE of the following; 4 credit hours required		
Majors must complete one of the following courses but may complete both with the second counting as an elective.		
MFJS 3504	Advanced Multimedia Web Storytelling & Publishing	
MFJS 3505	Advanced Multimedia Journalism with PBS Partnership	
<b>Electives</b>		<b>12</b>
Choose THREE of the following; 12 credit hours required		
MFJS 2001	Producing Video for Social Media	
MFJS 2290	Innovations in Media, Artificial Intelligence, & Communication	
MFJS 2420	#CannabisMedia: Studying the Culture of America's New Normal	
MFJS 2421	Studying Star Wars: Lessons From a Galaxy Far, Far Away	
MFJS 3170	Infographic Storytelling	
MFJS 3180	Media Studies Research	
MFJS 3201	Publication & Graphic Design	
MFJS 3227	Producing the Environmental Documentary	
MFJS 3310	Advanced Storytelling & Reporting	
MFJS 3501	Web Design & Content Development	
MFJS 3504	Advanced Multimedia Web Storytelling & Publishing	
MFJS 3505	Advanced Multimedia Journalism with PBS Partnership	
MFJS 3506	Audio Documentaries	
MFJS 3655	JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling	
MFJS 3700	New Media Law & Regulation	
MFJS 3900	Topics in Media Film & Journalism <sup>2</sup>	
MFJS 3991	Independent Study	
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Must have completed 12 credits in the major, including MFJS 2140 Storytelling and Reporting, and MFJS 2240 Multimedia Journalism; and must have a 3.0 GPA.

<sup>2</sup> Approved by the student's advisor.

## Media Studies Major

This major is designed for students who want to gain a broad knowledge of media industries and of media studies grounded in history, foundations, globalization and media theory. It is also intended to take advantage of the particular skills and resources of the faculty in the Department of Media, Film and Journalism Studies. Contemporary communications media—including traditional mass media as well as interactive and digital media—are integral to political, economic and cultural life today. The major emphasizes course work that examines the role and influence of media in society from various perspectives.

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

40 credits, including the following:

Code	Title	Credits
<b>Media Studies Foundational Courses</b>		<b>8</b>
Select two of the following:		
MFJS 2000	Introduction to Film Criticism	
MFJS 2210	Introduction to Media and Culture	
MFJS 2280	Politics and Media	
MFJS 2290	Innovations in Media, Artificial Intelligence, & Communication	
<b>Justice, Equity, Diversity, Inclusion and Internationalization - JEDII</b>		<b>4</b>
Choose ONE of the following; 4 credit hours required		
MFJS 2160	Sexualities and Screens	

MFJS 2205	International & Development Communication	
MFJS 2220	Popular Music and Social Justice	
MFJS 2270	Activist Media	
MFJS 3120	Media Ethics, Race & Technology	
MFJS 3207	Justice Equity Diversity and Inclusion in Health Communication	
MFJS 3242	Reel Women	
MFJS 3440	Global & Multicultural Campaigns	
MFJS 3652	Feminist Media Studies	
MFJS 3655	JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling	
<b>Specialized Courses for the Major</b>		<b>8</b>
Choose TWO of the following; 8 credit hours required		
MFJS 2140	Storytelling & Reporting	
MFJS 2400	Strategic Communication Planning	
MFJS 3215	Introduction to Filmmaking	
<b>Media Law</b>		<b>4</b>
4 credit hours required		
MFJS 3040	Media Law	
<b>Media Studies Capstone</b>		<b>4</b>
4 credit hours required		
MFJS 3180	Media Studies Research	
<b>Electives</b>		<b>12</b>
Choose THREE of the following; 12 credit hours required		
MFJS 2001	Producing Video for Social Media	
MFJS 2150	Scriptwriting	
MFJS 2160	Sexualities and Screens	
MFJS 2205	International & Development Communication	
MFJS 2220	Popular Music and Social Justice	
MFJS 2240	Multimedia Journalism	
MFJS 2270	Activist Media	
MFJS 2420	#CannabisMedia: Studying the Culture of America's New Normal	
MFJS 3110	Audience and Communication Research	
MFJS 3120	Media Ethics, Race & Technology	
MFJS 3201	Publication & Graphic Design	
MFJS 3207	Justice Equity Diversity and Inclusion in Health Communication	
MFJS 3214	Representational Issues in U.S. Film	
MFJS 3242	Reel Women	
MFJS 3410	Strategic Messaging	
MFJS 3440	Global & Multicultural Campaigns	
MFJS 3503	Social Media Strategies	
MFJS 3506	Audio Documentaries	
MFJS 3652	Feminist Media Studies	
MFJS 3655	JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling	
MFJS 3700	New Media Law & Regulation	
MFJS 3900	Topics in Media Film & Journalism	
MFJS 3980	Internship in Media, Film, and Journalism Studies <sup>1</sup>	
MFJS 3991	Independent Study	

**Total Credits** **40**

<sup>1</sup> Prereq: Students must complete 12 credits in the major, including two of the Foundational courses (MFJS 2000, 2200, 2210, 2280); must also have a 3.0 GPA.

## Strategic Communication Major

The strategic communication major emphasizes communication theory and practice, grounded in history and strategic planning. This major introduces students to the concepts, skills and issues associated with different types of public information campaigns and other forms of strategic messaging. Students benefit from the varied expertise of our faculty in nonprofit, international, intercultural, health, corporate, crisis and political messaging as they learn what it means to be a strategic, ethical and culturally sensitive communicator in the fields of public relations, advertising and health communication.

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

40 credits, including the following:

Code	Title	Credits
<b>Strategic Communication Foundational Courses</b>		<b>4</b>
Choose ONE of the following; 4 credit hours required		
MFJS 2210	Introduction to Media and Culture	
MFJS 2280	Politics and Media	
<b>Justice Equity Diversity Inclusion and Internationalization (JEDII) Courses</b>		<b>4</b>
Choose ONE of the following; 4 credit hours required		
MFJS 2160	Sexualities and Screens	
MFJS 2205	International & Development Communication	
MFJS 2220	Popular Music and Social Justice	
MFJS 2270	Activist Media	
MFJS 3120	Media Ethics, Race & Technology	
MFJS 3207	Justice Equity Diversity and Inclusion in Health Communication	
MFJS 3242	Reel Women	
MFJS 3214	Representational Issues in U.S. Film	
MFJS 3440	Global & Multicultural Campaigns	
MFJS 3652	Feminist Media Studies	
MFJS 3655	JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling	
<b>Specialized Courses for the Major</b>		<b>20</b>
Take all FIVE of the following; 20 credit hours required.		
MFJS 2400	Strategic Communication Planning	
MFJS 3040	Media Law	
MFJS 3410	Strategic Messaging	
MFJS 3420	Strategic Communication Seminar	
MFJS 3980	Internship in Media, Film, and Journalism Studies <sup>1</sup>	
<b>Electives</b>		<b>12</b>
Choose THREE classes from the following list or courses above; 12 credit hours required.		
MFJS 2001	Producing Video for Social Media	
MFJS 3110	Audience and Communication Research	
MFJS 3170	Infographic Storytelling	
MFJS 3180	Media Studies Research	
MFJS 3201	Publication & Graphic Design	
MFJS 3227	Producing the Environmental Documentary	
MFJS 3310	Advanced Storytelling & Reporting	
MFJS 3501	Web Design & Content Development	
MFJS 3503	Social Media Strategies	
MFJS 3506	Audio Documentaries	
MFJS 3700	New Media Law & Regulation	
MFJS 3852	Advanced Design, Layout, and Editing	
MFJS 3900	Topics in Media Film & Journalism	

MFJS 3991	Independent Study	
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Must have completed 12 credits in the major, including MFJS 2400 Strategic Communication Planning, and MFJS 3410 Strategic Messaging; And must have a 3.0 GPA

## Minor

### Minor in Media, Film and Journalism Studies

20 hours total required for the minor: two required courses and the rest taken as electives.

Code	Title	Credits
<b>Foundational Courses (Choose 2 of the following courses)</b>		<b>8</b>
MFJS 2000	Introduction to Film Criticism	4
MFJS 2210	Introduction to Media and Culture	4
MFJS 2280	Politics and Media	4
MFJS 2290	Innovations in Media, Artificial Intelligence, & Communication	4
<b>Elective Courses (choose 3 of the following courses)</b>		<b>12</b>
MFJS 2140	Storytelling & Reporting	4
MFJS 2150	Scriptwriting	4
MFJS 2400	Strategic Communication Planning	4
MFJS 3110	Audience and Communication Research	4
MFJS 3170	Infographic Storytelling	4
MFJS 3212	History of Cinema 1930-1960	4
MFJS 3214	Representational Issues in U.S. Film	4
MFJS 3215	Introduction to Filmmaking	4
MFJS 3242	Reel Women	4
MFJS 3503	Social Media Strategies	4
MFJS 3506	Audio Documentaries	4
MFJS 3655	JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling	4
<b>Total Credits</b>		<b>20</b>

Students majoring in Film Studies & Production, Journalism Studies, Media Studies, or Strategic Communication cannot declare this minor.

## Requirements for Distinction in the Major in Film Studies and Production

For distinction in the Film Studies and Projection major, a student must have a 3.75 cumulative GPA and a 3.8 GPA in the major.

## Requirements for Distinction in the Major in Journalism Studies

For distinction in the Journalism Studies major, a student must have a 3.75 cumulative GPA and a 3.8 GPA in the major.

## Requirements for Distinction in the Major in Media Studies

For distinction in the Media Studies major, a student must have a 3.75 cumulative GPA and a 3.8 GPA in the major.

## Requirements for Distinction in the Major in Strategic Communication

For distinction in the Strategic Communication major, a student must have a 3.75 cumulative GPA and a 3.8 GPA in the major.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
AI Natural	4	AI Society or SI Society	4	AI Society or SI Society	4
MFJS 2000	4	MFJS Major Requirement	4	MFJS Major Requirement	4
		<b>16</b>			<b>16</b>

## Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
AI Society or SI Society	4	AI Society or SI Society	4	MFJS Major Requirement	4
MFJS Major Requirement	4	MFJS Major Requirement	4	MFJS Elective	4
INTZ 2501 <sup>1</sup>	2	MFJS Elective	4	Minor or Elective	4
	14		16		16

Total Credits: 94

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

### MFJS 2000 Introduction to Film Criticism (4 Credits)

Theories and methods of social, cultural and aesthetic criticism of film; emphasis on critical writing. Laboratory fee required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### MFJS 2001 Producing Video for Social Media (4 Credits)

This course covers the basics in video production and video storytelling for all undergraduate students at the University of Denver who are interested in YouTube and other social media video content creation. Students will maximize their video storytelling abilities, producing storytelling content that can be shared across multiple social media platforms using mobile phones or equivalent basic consumer equipment. Learning takes place within justice, equity, diversity, inclusion and internationalization frameworks consistent with department, College, and University expectations. The course fulfills requirements within several MFJS majors and the MFJS minor and serves as a university elective.

### MFJS 2140 Storytelling & Reporting (4 Credits)

Fundamentals of newswriting and reporting for print and broadcast journalism. Laboratory fee required.

### MFJS 2150 Scriptwriting (4 Credits)

Examines the creative process for writing the motion picture screenplay. Topics include format and structure; character and dialogue; rising conflict and confrontation; visualization and imagery; and understanding the conventions of the medium and its limitations. Students will complete a short screenplay by the conclusion of the course. Prerequisite: MFJS 2000. Cross listed with MFJS 4450. 4 qtr. Hrs.

### MFJS 2160 Sexualities and Screens (4 Credits)

This course offers a critical introduction to the ways that sexual identities and practices are rendered (in)visible within screen-based, digital media culture: television, film, online spaces and platforms, and video games. As a socially contested, disruptive, and liberatory element of social life, sexuality's mediation offers a lens for us to think about cultural norms, ideologies, and politics, as well as issues related to the commodification of bodies. Throughout the quarter, you will immerse yourself in diverse perspectives, reflective writing exercises, textual analysis, small group discussions, and other active learning measures that will deepen your critical thinking around the intersection of media culture and sexuality. Issues such as sexualization, intimacy coordinators, the mediation of consent, queer digital activism, and the politics of casting will be explored through the lens of Media Studies, Cultural Studies and Intersectional Feminism. This course counts toward the Scientific Inquiry: Society and Culture requirement.

### MFJS 2170 Globalization and Film (4 Credits)

MFJS 2170 (Globalization and Film) explores the varying ways that globalization impacts cinema on a national and transnational level. This course is broken down into three units: theories on globalization; implications of globalization behind-the-scenes; and representations of globalization onscreen. Through a selection of assigned readings and filmic texts, you will be encouraged to think critically about what "globalization" means and how it influences films, both behind-the-scenes and onscreen. In addition to several in-class screenings, you will be required to view a few films on your own. Finally, you will have the opportunity to research and write original scholarship on one of two angles to engage further and apply course material: 1) the impact of globalization on the film industry of your choice, or 2) the impact of globalization on representational issues in the film of your choice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### MFJS 2205 International & Development Communication (4 Credits)

Virtually everywhere we look, whether we are watching a kidfluencer on YouTube, streaming music on Spotify, or scrolling through TikTok, it is evident that we are living in an increasingly interconnected and globalizing world. What does this mean for us as individuals, as Coloradans, as Americans? What does this mean for global humanity? Do we now have a transnational social order and a global culture? If so, what or who is driving this process, and who remains on the sidelines? These are some of the broader questions this class addresses, with an eye toward how media, culture, and communication fit into the larger network of globalization.

### MFJS 2210 Introduction to Media and Culture (4 Credits)

Course introduces students to the organization of the U.S. media industries and their historical and contemporary role in U.S. culture. This course counts toward the Scientific Inquiry: Society and Culture requirement.

### MFJS 2220 Popular Music and Social Justice (4 Credits)

What makes popular music a powerful medium for us to "fight the power" and motivate social change, and what hinders it from achieving its full potential? This course examines a range of 20th and 21st century popular music (blues, folk, rock, hip-hop, musicals, etc.) to better understand the complex relationships between music and social (in)justices. Sitting at the intersection of critical media studies, critical race & ethnic studies, popular music studies, and project-based learning, this course examines an array of 20th and 21st century popular music (blues, folk, rock, hip-hop, pop, indie, etc.) to understand the complex relationships between music and social (in)justices.

**MFJS 2240 Multimedia Journalism (4 Credits)**

With the abundance of competing voices online, seeking accurate information has become a major challenge in today's world. Information now comes in different shades, including incorrect statements, fakes news, rumors, doctored audio, and deepfake videos. They float together in traditional media outlets as well as on social media and they can play a destructive role in creating fear, tarnishing reputations, undermining social cohesion, influencing elections, and, at times, fueling killings. To overcome those challenges, the world needs credible, balanced, and technology savvy journalists as well as critical media consumers more than ever before. MFJS 2240 is a project-based, collaborative, hands-on class that engages with the new media challenges to the field of journalism. The readings, multimedia projects, and class activities aim to empower students to grasp the basic principles, key terms, media production skills, and the organizing structures of digital journalism. Prerequisite: MFJS 2140.

**MFJS 2270 Activist Media (4 Credits)**

Various media have played roles in the social and political movements of the past, with social media platforms accelerating the possibilities for intervening in social and political life. Activist media harnesses new communication technologies to resist the domination and limitations of mainstream corporate media, creating new media strategies and messages to promote social change. This class examines the spaces of activist media that have enabled citizens, protesters, journalists, PR professionals, tech developers and hacktivists to harness a diverse range of media tools and platforms for change. It also explores how these platforms have created new risks and challenges, especially for activists. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**MFJS 2280 Politics and Media (4 Credits)**

We examine the nature of the media and how media institutions shape the way citizens understand politics. We discuss global media institutions and the role media play in various societies. We explore the role of media in providing information for citizens in a democracy, examine how the media influence the political process, and investigate how the goals of and changes within the media industry influence the effect media coverage has on the political process. Through our study, we explore how the media either enhance or limit the potential for citizens to contribute to democracy. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**MFJS 2290 Innovations in Media, Artificial Intelligence, & Communication (4 Credits)**

This course considers information and communication technologies in relation to "the new," exploring the ways that technological, historical, legal, economic, and social contexts combine to enable the changes that we think of as innovations in media and communication. Taking a critical/cultural historical perspective, we explore questions such as where technologies come from, who controls them, who profits from them, how they are used, and with what potential implications? We also consider how today's artificial intelligence technologies are similar to and different from the new technologies of previous ages, how bias and misinformation are (re)produced, and countermovements such as "slow" technology, with an eye toward imagining what the future might hold. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MFJS 2400 Strategic Communication Planning (4 Credits)**

This course introduces students to various career paths and foundational principles in strategic communication, including public relations and advertising. Students learn and apply the elements of a comprehensive strategic communication plan, including conducting research, setting communication goals, designing messaging strategies and tactics, and evaluating the plan's effectiveness. An emphasis on ethical communication practices is central to the course. Prerequisite: sophomore standing.

**MFJS 2420 #CannabisMedia: Studying the Culture of America's New Normal (4 Credits)**

This course will examine the legalization of marijuana – both medical and recreational – as it is being covered in Colorado and in states across the country. Ever since the 2012 legalization of recreational marijuana, Colorado has been a leader in considering the medical, political, social and legal issues emergent with legalization. In this course, which is the first of its kind in the U.S., not only will we be investigating the scope of the marijuana legalization movement and its many political and practical intricacies, we also will be conducting a research project with original data and multimedia elements conceived and designed to push and promote enterprising storytelling. Students will visit dispensaries, interview industry professionals and produce a portfolio piece of narrative journalism using the modes and methods of their choice, with direction of the instructor.

**MFJS 2421 Studying Star Wars: Lessons From a Galaxy Far, Far Away (4 Credits)**

We are at a time that seems to be "peak Star Wars," some 40 years after the movie was first released to the moviegoing public. After a period of dormancy, resurgency and now primacy, the three-part trilogy of the Star Wars saga enters into its fifth decade with new films, new popularity and deeper integration into popular culture with the acquisition by Disney. In the class we'll analyze the historical foundations of the original film and its storytelling devices, and along the way discuss marketing, mythology and the critical takes on the movie's role in the canon of filmmaking. Expect to learn about sound design, movie scoring, special effects and the many twists and turns of the universe set in a galaxy far, far away. You will pick one aspect of the Star Wars universe to dissect in WordPress.com thinkpiece, and you will be required to participate in daily class discussions, in person and on Twitter.

**MFJS 3040 Media Law (4 Credits)**

Introduction to freedom of expression and media law. Students learn how the American legal system works and gain an understanding and appreciation of the philosophical foundations of free expression. In addition, students confront many of the issues facing professional communicators today. Topics include incitement, hate speech, student speech, copyright, defamation, and other issues crucial to mass media professionals. The course examines also explores challenges to free expression brought by new(er) communication technologies. The purpose of this class is to give students the knowledge and critical thinking skills needed to be successful in today's rapidly changing communication environment. Cross-listed with MFJS 4300.



**MFJS 3110 Audience and Communication Research (4 Credits)**

This class offers an introduction to social science methods applied to communication and audience research. By the end of the course, students will be familiar with: the role and functions of communication and audience research in contemporary society; the processes and practices involved in developing and executing a research project; the basic different forms of research, both qualitative, such as interviews and focus groups and quantitative, such as surveys and experiments; how to use research skills for different career paths. Cross-listed with MFJS 3110/4560.

**MFJS 3120 Media Ethics, Race & Technology (4 Credits)**

What are your ethical obligations as a professional communicator? In this course, you will become acquainted with the ethical codes of the Society of Professional Journalists, the Public Relations Society of America, the Radio, TV, and Digital News Association, and more. As you meet with and hear from media professionals from a range of industries, you will discuss different case studies of ethical dilemmas that take place at the individual, organizational, corporate, and technological levels. You will consider issues of privacy and harm, diversity and inclusion, deception, mis- and disinformation, photograph and image construction and editing, accountability, and more. Senior standing or instructor's permission required.

**MFJS 3170 Infographic Storytelling (4 Credits)**

We swim in a world of data - from election results, budgets and census reports, to Facebook updates and image uploads. Journalists need to know how to find stories in data and shape them in compelling ways. This hands-on course teaches reporters and editors to gather, analyze, and visualize interactive data-driven stories. This emerging discipline touches on information and interactivity design, mapping, graphing, animation tools, and data analysis. You are expected to think like a journalist by evaluating data critically and applying what you learn to news stories, information graphics or web applications. Familiarity with HTML/CSS is helpful, but not required. This is not a course in coding, but programmers of all skill levels are welcome.

**MFJS 3180 Media Studies Research (4 Credits)**

This capstone course in the Media Studies major is open to all students interested in engaging in the work of media research, which includes identifying a research question, collecting and analyzing data, and writing research reports. The course covers interviewing, textual analysis, ethnography, historical research, and is rooted in project-based learning. Junior standing required.

**MFJS 3201 Publication & Graphic Design (4 Credits)**

This course explores publication design and techniques for creating effective layouts. We employ the scope of the Adobe Creative Suite, primarily InDesign, to incorporate and manipulate text, photographs and illustrations. The course serves as a visual elective for all MFJS students. Laboratory fee required. Prerequisites: MFJS 2140 or MFJS 2400 or instructor approval.

**MFJS 3202 Horror Films (4 Credits)**

Horror films serve as tales of morality and, as such, their themes tend to fluctuate in accordance with cultural zeitgeists. They offer commentary on socio-cultural, political aspects, and they also have an ongoing market. Since they are inexpensive to make but have the potential to bring in profit, horror films are popular among producers. Due to their construction of fear aspect, they tend to create a lot of intrigue and dedicated fan bases. From their production to their ideological messaging to their reception, horror films offer spaces rich for cultural understanding and critical dialogue. In fact, it is these aspects that make horror films a wonderful jumping off point for discussion—students tend to love them and they are usually very accessible. With this in mind, this course will use the platform of horror films to discuss cultural differences, including anxieties and fears, the impact of globalization on horror films, the implication of franchises on horror cinema, and the representation of intersecting identity markers (both on and off-screen). Prerequisite: MFJS 2000.

**MFJS 3207 Justice Equity Diversity and Inclusion in Health Communication (4 Credits)**

The course will begin with an overview of Health Communication in the United States and the ways in which health and illness are defined through communication, including media. We will discuss existing health disparities and social determinants of health as we examine health communication in multicultural settings in the U.S. We will further examine multicultural audiences and perspectives about health and illness, including diverse meaning systems and their influences on health attitudes and behaviors. Students will learn about cross-cultural conceptions of health and disease and how those conceptions are represented in communication about health and illness. As students learn about what it means to develop culturally grounded health communication campaigns, they will examine culture centric messaging in health promotion. We will also discuss the ways in which health care systems are promoting patient-centered health care that takes intersectionality and identity into consideration.

**MFJS 3208 Narrative and Longform Journalism (4 Credits)**

Students spend time learning the nature and functions of in-depth news reporting for online and print, with a focus on magazine-style feature article writing and editing. Laboratory fee required. Prerequisite: MFJS 2140.

**MFJS 3212 History of Cinema 1930-1960 (4 Credits)**

This course surveys international film history starting with the "talkies" through innovations in widescreen formats and post-war filmmaking. We will study cinema between the 1930s-1960s from a variety of perspectives: as a technological apparatus, an economic institution, an aesthetic form, and a social force. Lab fee required. Prerequisite: MFJS 2000 Introduction to Film Criticism.

**MFJS 3213 Producing the Music Video (4 Credits)**

This course is designed to provide you with a basic understanding of the music video production process. We will work with partners in the Lamont School of Music and Theater to deliver 3 high quality music videos to local DU bands by the end of the quarter. These videos will be conceived, shot, and edited in class. Guest speakers from the industry will offer guidance and critique. Your knowledge of cinematography, editing, and set design will expand in this class. The 3 bands will be our clients; we will deliver them videos of the highest quality.

**MFJS 3214 Representational Issues in U.S. Film (4 Credits)**

This course explores the varying ways that race and ethnicity, gender, sexual orientation, gender identity, socioeconomic status, physical and mental (dis)ability, and age are represented in and by film—both historically and culturally. In addition to class discussions regarding mainstream and independent film production, students will employ close readings of filmic texts to better understand how off-screen factors greatly impact what is seen onscreen. This course will encourage students to think critically about the filmic images that they are consuming on a regular basis, as means to interrogate what is at stake when it comes to representational issues such as dominant ideologies, visual style, and assigned character roles. Finally, students will engage the texts critically as a way to understand how these onscreen identities impact the way that individuals treat others but also how they are treated themselves. Prerequisite: MFJS 2000.

**MFJS 3215 Introduction to Filmmaking (4 Credits)**

This course is designed to provide students with a basic understanding of television and film production with a focus on the complete production process: pre-production (planning), production (lighting, shooting and sound gathering) and post-production (editing). At the completion of this course, students will have a basic understanding of the process involved in producing a field-based production, the skills necessary to complete it and, most importantly, the critical understanding behind all decisions. Because people are the most important part of any production, emphasis will be placed on students' ability to work effectively with production team members. Laboratory fee required. Prerequisite: MFJS 2000. Restricted to FILM and MDST majors.

**MFJS 3217 Indie Film vs Hollywood: A History of American Independent Cinema (4 Credits)**

"American Independent Film", provides an introduction to the American independent film movement. The course focuses on the rise of independent cinema in the 1950s and 1960s, examines the height of the independent film movement (1984-1994), and provides a survey of the current state of "indie film." Directors studied include: John Cassavetes, Roger Corman, Melvin Van Peebles, Barbara Loden, John Sayles, Robert Rodriguez, Lizzie Borden, Steven Soderbergh, Spike Lee, Jim Jarmusch, Richard Linklater, and Wes Anderson. A significant amount of time is devoted to a comparison of the Hollywood Studio System and independent production techniques.

**MFJS 3218 Narrative Film Production I (4 Credits)**

This is the first of a two-quarter capstone class that fulfills a two-quarter capstone requirement for Film Studies and Production majors and can be taken by others who have completed the pre-requisites and are juniors or seniors. Majors can take both two-sequence Narrative and Documentary capstones, counting one set for the major and one as electives if they so choose. The narrative course is both process and product oriented with a goal for students to work collaboratively to develop a 7-10 minute original narrative film script or web series (2-3 episodes that run approximately 10 minutes total) and complete all of the pre-production tasks necessary to take it into production spring quarter. Depending on class size we will make 3-5 films. We will examine the scriptwriting revision and pre-production processes, and students will finish the quarter with a completed pre-production notebook that will include, among other things, a shooting script, overheads, a script breakdown, production schedules, casting decisions, location scouting reports, a look book, a pitch deck and a shooting schedule. Likewise, through readings, discussions and screenings, the course is designed to expose students to the larger world of narrative filmmaking. During the second quarter students will film, edit and present finished work. Prerequisites: MFJS 2000 and MFJS 3215 and Junior/Senior standing.

**MFJS 3219 Documentary Film Production I (4 Credits)**

This course is the first half of a two-course capstone sequence. It presents an integrated (theory and practice) approach to film and video documentary. The theoretical component presents a historical overview of the various styles and modes of documentary with a discussion of the way each has developed in response to perceived limitations of the mode then dominant and the ethical decisions that filmmakers continue to face. The production component focuses on selecting and researching a topic for documentary production during the second quarter of the capstone. Prerequisites: MFJS 2000 and MFJS 3215 and Junior/Senior standing.

**MFJS 3220 Narrative Film Production II (4 Credits)**

What are your ethical obligations as a professional communicator, a communication creator and consumer, and as a citizen? This course examines ethical dilemmas that take place at the individual, organizational, corporate, and technological levels, with attention to Critical Race Theory and to various epistemological approaches to ethical reasoning. You will consider issues of privacy, mis- and disinformation, copying and distribution, games, trolls, bots, and more. Junior standing required.

**MFJS 3221 Documentary Film Production II (4 Credits)**

This is the second of a two-quarter capstone class that fulfills a two-quarter capstone requirement for Film Studies and Production majors and can be taken by students who have completed the pre-requisites and have junior or senior standing. Students must have taken MFJS 3219 in the previous quarter to register for this class. Majors can take both Documentary and Narrative capstones, counting one for the major and one as electives if they so choose. Students will collaborate with their teams in the production and post-production phases of a documentary project. This includes filming, editing, sound design, scoring, color correction and mastering. In-class critique sessions and guest speakers bolster this experiential quarter. Prerequisites: MFJS 2000, MFJS 3215 and MFJS 3219 and Junior/Senior Standing.

**MFJS 3222 Experimental Film/Video Theory & Production (4 Credits)**

This class includes a historical and critical overview of experimental film and video movements as well as technical and aesthetic training in experimental production. Students integrate theory and criticism into the production of several experimental projects. Laboratory fee required. Cross listed with MFJS 4222. Prerequisite: MFJS 3215.

**MFJS 3223 Advanced Editing (4 Credits)**

Building on the basic non-linear editing skills gained in Introduction to Filmmaking, this course focuses on advanced techniques of image and color manipulation, movement and graphic effects, advanced sound sweetening and manipulation and advanced text/credit effects. Prerequisite: MFJS 2000: Introduction to Film Criticism and MFJS 3215: Introduction to Filmmaking.

**MFJS 3224 Cinematography (4 Credits)**

This course focuses on the visual aspects of telling a cinematic story. Students develop an understanding of advanced lighting concepts, lenses, grip equipment, and color science. The class emphasizes visual storytelling, using lighting, art design and camera movement to develop character and theme. Lab fee required. Prerequisite: MFJS 2000 and MFJS 3215.

**MFJS 3226 Directing for Film and Television (4 Credits)**

This course will focus on the art and craft of film/television directing, emphasizing the relationship the director cultivates with actors, developing an understanding of movement and creating a vision for a scene. Students will apply theory to actual scene work with actors. Prerequisites: MFJS 2000 and MFJS 3215.

**MFJS 3227 Producing the Environmental Documentary (4 Credits)**

This course is designed to provide you with a basic understanding of cinematography: cameras, lenses, grip equipment, lighting, and composition. When you complete this course, the goal is for you to have an intermediate understanding of cinematography and that which motivates lighting and composition choices. Because people are the most important part of any production, emphasis will be placed on your ability to work effectively with class members. Learning to collaborate is crucial to your success in this class.

**MFJS 3229 Video Editing is for Everybody (4 Credits)**

The goal for this course is for students to have a basic working knowledge of editing using various media elements (video, audio, photos, music, graphics), developing proficiencies using different editing software, and applying a mixture of editing theories and techniques. This is a summer course only.

**MFJS 3242 Reel Women (4 Credits)**

Reel Women explores films from the U.S., England, Senegal, India, Canada, Colombia, and Saudi Arabia that are made for, about, and/or by women with the aim of better understanding and centralizing issues pertinent to women's daily lives across the world.

**MFJS 3245 Producing Client Video (4 Credits)**

This course provides students with an experiential learning opportunity in film and video production as part of the MFJS Keystone Experience series. Students work with a community or not-for-profit organization, learning how to work with clients and fulfill client video/film needs as part of a broader communication plan. Students in this course utilize research and communication strategy work that has been developed by students working with the same client in previous quarters. Learning takes place within justice, equity, diversity, inclusion and internationalization frameworks consistent with department, College, and University expectations. The course fulfills requirements within several MFJS majors and the MFJS minor. Prerequisites: MFJS 2000 AND MFJS 3215. 4 credit hours.

**MFJS 3310 Advanced Storytelling & Reporting (4 Credits)**

This is a writing-intensive course designed to strengthen your abilities in the gathering and analysis of public documents and big data, the conduct of interviews with a range of stakeholders, and the use of observational techniques that provide a basis for in-depth investigative reporting. Laboratory fee required. Prerequisite: MFJS 2140 or MFJS 3410.

**MFJS 3325 Advanced Screenwriting (4 Credits)**

Advanced Screenwriting takes writers through the process to create creative fiction content for film and television. This may include writing television pilots, web series and other fiction media material. The course will include live table reads, peer-to-peer feedback and industry speakers. In addition to creating original content, students will be taught how to create their writer's portfolio, market themselves to industry decision makers and land writing jobs. Prerequisites: MFJS 2000 and MFJS 2150.

**MFJS 3410 Strategic Messaging (4 Credits)**

This course focuses on learning and applying strategic communication principles to the creation of strategic messages for a client. Students also evaluate strategic communication techniques as they learn how to target a specific audience and learn how strategic messages fit within an overall strategic communication plan. Prerequisite: MFJS 2400.

**MFJS 3420 Strategic Communication Seminar (4 Credits)**

This is the capstone course in the strategic communication sequence. In this course, students examine special topics in strategic communication and apply what they have learned to group projects in which they take on a client and work together as a team on a strategic communication campaign. Cross listed with MFJS 4070. Prerequisites: MFJS 2400 and MFJS 3410.

**MFJS 3440 Global & Multicultural Campaigns (4 Credits)**

Globalization is having a major impact on the communications field, including strategic communication and public relations. As a growing number of organizations, businesses and governments seek to communicate and interact with organizations and individuals from diverse cultures and countries, they depend upon public relations professionals with international and cross-cultural expertise to help them achieve their goals and objectives. Likewise, more organizations and businesses are recognizing the importance and value of cultural diversity and inclusion within their organizations as well as among their clientele and need assistance from public relations professionals to communicate effectively and build healthy relationships around this diversity. This course will explore several aspects of global and cross-cultural public relations campaigns, using a combination of readings, lectures, discussions, and presentations from guest speakers with experience in this rapidly expanding field. Prerequisite: MFJS 2400 or Permission of Instructor.

**MFJS 3501 Web Design & Content Development (4 Credits)**

This course covers the building and management of web pages and the creation of sites using open source content management systems. You will develop the ability to plan, create and integrate social media and third-party content into web sites, and utilize analytical tools that measure audience engagement. Laboratory fee required. Prerequisite: MFJS 2140 or MFJS 2400.

**MFJS 3503 Social Media Strategies (4 Credits)**

In this class, students get familiar with the principles of social media strategy and learn how to design messaging strategies and tactics for social media. In addition, students work with a real client on a strategic communication campaign for social media. Prerequisite: MFJS 2400 or MFJS 2140.

**MFJS 3504 Advanced Multimedia Web Storytelling & Publishing (4 Credits)**

This course is one of two possible capstone classes for journalism students. In this course, students tap the reporting, writing, editing, and multimedia production and editing skills and knowledge learned and practiced in previous journalism studies classes and apply them to building from scratch, an open content management based multimedia web site. Laboratory fee required. Prerequisites: MFJS 2140 and MFJS 2240, or instructor approval.

**MFJS 3505 Advanced Multimedia Journalism with PBS Partnership (4 Credits)**

This capstone course for journalism majors provides students with opportunities in experiential learning as together they bolster the coverage and amplify the voices of underserved communities in Colorado. Rural, BIPOC, LGBTQ+, people with disabilities, and religious minority communities, among others, will be the subject of our attention and the focus of the class media projects. Students produce several mini-documentaries and written pieces that will be submitted for consideration to, and may air on, the RMPBS program, Colorado Voices, and on the PBS Video app. Prerequisite: MFJS 2140 and MFJS 2240.

**MFJS 3506 Audio Documentaries (4 Credits)**

In the past decade, an explosion in the production and accessibility of audio documentary work has created an unprecedented interest and expansion of the documentary form in nearly all sectors of public life. Building on this trend, this course teaches the skills of ethnographically informed audio documentary work that can record and interpret culture and lived experience. We focus on learning the techniques of non-fiction storytelling used in established public radio programs like This American Life, Radio Lab, or Snap Judgement, as well as newer podcasts like Reply All, Invisibilia, or Embedded. The course will prepare students to tell complex stories using strong character-driven narrative. Sound documentation and representation will not be done along journalistic principles, but instead through rigorous ethnography that relies on participant-observation and immersion. Through practical application and the exploration of ethnography and documentary approaches to communication, the course explores questions that surround the interpretation and representation of socio-cultural experience via a sonic medium. To understand the basic mechanics of sound and its narrative form, participants will learn to digitally record and edit audio. Storytelling will then become more complex as students learn to conduct ethnography, interviews, and develop a script for radio. Students will ultimately analyze and create audio documentaries in an effort to understand a significant form of digital storytelling. There are three central learning objectives that will guide us through the course: (1) we will practice ethnographic and documentary methodology, (2) learn to write for radio, and (3) learn the workflow of audio editing to produce an audio documentary.

**MFJS 3652 Feminist Media Studies (4 Credits)**

MFJS 3652 (Feminist Media Studies) explores the gendered intersections between media and society through the analytical lens of Feminist Media Studies (FMS). While aligned with the discipline Media Studies, FMS centers questions related to power and patriarchy, and aims to create space for praxis. Paying close attention to issues of intersectionality, this course surveys the historical emergence, and contributions, of feminist methodology and inquiry related to issues such as sexism within gaming, the politics of visibility in television production, the celluloid ceiling, and networked bodies. During the quarter, you will engage in multiple points of active and reflective learning that provide the space to strengthen both your understanding and application of FMS. Assignments include discussion questions, self-reflective analysis, and a final project that highlights application, creativity, and subversion.

**MFJS 3655 JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling (4 Credits)**

This course focuses on multiperspectival approaches to journalism and media, with an emphasis on representations and news coverage related to gender, race/ethnicity, class, (dis)ability, religious, and national identities. The class explores journalistic writing as a creative process and craft that emphasizes social justice. Prerequisite: MFJS 2140: Storytelling & Reporting or MFJS 3410: Strategied Messaging. Cross-listed with MFJS 4655.

**MFJS 3656 Cross-cultural Travel Seminar: Immigration, Communication & Border Cultures (4 Credits)**

This is a one-week intensive travel course that takes place in Tucson, Arizona and south to the US-Mexican border region. The focus of this experiential learning class is to study immigration issues, border cultures, and the role of communication and media through testimonies of immigrants, and visits to key sites such as the migrant trail, immigration detention center and courts. Also included are talks by activists and officials involved in the immigration debate. Class meets for two pre-class sessions in spring quarter. Requires junior standing. Cross-listed with MFJS 4656.

**MFJS 3700 New Media Law & Regulation (4 Credits)**

An examination of recent developments in internet and social media law and regulation.

**MFJS 3852 Advanced Design, Layout, and Editing (4 Credits)**

This course teaches students advanced layout and design for media publications using contemporary software applications for journalists and public relations professionals. Prerequisite: MFJS 3201.

**MFJS 3900 Topics in Media Film & Journalism (1-4 Credits)****MFJS 3980 Internship in Media, Film, and Journalism Studies (1-4 Credits)****MFJS 3991 Independent Study (1-10 Credits)****MFJS 3995 Independent Research (1-10 Credits)**

## Mental Health & Wellness

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**Mail Code:** 2050 East Evans Avenue Denver, CO 80208

**Phone:** 303-871-2309

**Email:** [UAP.wellnessminor@du.edu](mailto:UAP.wellnessminor@du.edu)

**Web Site:** <http://www.du.edu/livinglearning/wellness> (<http://www.du.edu/livinglearning/wellness/>)/minor.html (<https://www.du.edu/livinglearning/wellness/minor.html>)

The Mental Health and Wellness Minor is [open to all students at DU](#).

Mental health and wellness are essential to overall health, particularly coping with life stress, learning and working, engaging in relationships, and contributing to our communities, according to the World Health Organization. Both mental health and wellness are multi-dimensional. For example, wellness research and theory point to multiple dimensions that affect well-being, from emotion and community to physical, spiritual, financial, and environmental wellness – among others. At DU, the Mental Health and Wellness Minor draws on the University's multidisciplinary strength in mental health to explore individual, relationship, and community wellness. The Mental Health and Wellness Minor offers students pathways to explore related concepts from diverse perspectives through a focus on inter-professional education. For example, students reflect on and connect their learning from courses taken across departments in a required course that prepares students for signature work on health equity. The Minor focuses on applications of mental health and wellness concepts across settings, from workplaces and schools to social and medical services.

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### Minor Requirements

20 credits, including the following:

Code	Title	Credits
<b>Required Courses for WELLNESS LLC Students ONLY</b>		<b>4-6</b>
WELL 2100	Writing for Wellness	
<b>Required for students not in selected Living and Learning Communities</b>		
<b>Required</b>		
WELL 3020	Mental Health and Wellness for the Public Good	
<b>Electives</b>		<b>12-14</b>
ANTH 2323	Global Health	
ANTH 2424	The Social Determination of Health	
ANTH 3320	Medical Anthropology	
CNP 1650	Unlearning to Learn: A Journey in Self Discovery	
COMN 1100	Communication in Personal Relationships	
COMN 2270	Intro to Health Communication	
COMN 3270	Health Communication	
COMN 3280	Family Communication	
CNP 1250	Peer Counseling	
CNP 2550	Psychology of Men and Masculinities	
CNP 3249	Counseling Psychology: Health and Positive Psychology	
CNP 3263	Counseling Psychology: The Psychology of Sex and Intimate Relationships	
ECON 3740	Health Economics	
EVM 3413	Design Thinking	
GWST 2730 or SOCI 2730	Gender in Society	
<b>Total Credits</b>		<b>20</b>



<sup>1</sup> Relevant coursework may be substituted with approval from minor coordinator. Please have the syllabus for the course you would like to substitute and find a course description from the electives list on the undergraduate course bulletin (above) that parallels the syllabus. Please email your syllabus and the parallel DU course name, number and description to UAP.wellnessminor@du.edu.

**ANTH 2323 Global Health (4 Credits)**

This course is an introduction to global health. As one of the world's faster growing fields, global health presents itself with complex opportunities and challenges, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, health care and their manifestations around the world. This course presents an overview of the multiple factors that influence global health and emphasizes the importance of a multidisciplinary approach to respond to global health challenges. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, visual arts, and performing arts. We will explore ideas and behaviors related to health and health care in different societies and social groups. Topics include the evolution of primary health care and alternative strategies in global health, maternal and child health, nutrition, the rise of non-communicable diseases, water and sanitation, community engagement, global health agencies and funding sources, and human resources development. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of global health in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2424 The Social Determination of Health (4 Credits)**

This course is an introduction to sociocultural epidemiology. As the scientific basis of public health, epidemiology is the discipline that aims to describe the distribution and causes of health problems in a society, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, disease and health care and their manifestations around the world. This course presents an overview of epidemiology's history and methods, to then concentrate on the social and cultural aspects of health. The course offers an in-depth exploration of the notion of disease causation, with historical and current examples. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, and sociology. We will explore ideas and behaviors related to disease causation in different societies and social groups. Topics include the history of epidemiology and theories of disease causation, research methods in epidemiology, social determinants of health, and the notions of disease causation and determination. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of cases in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**CNP 1250 Peer Counseling (2 Credits)**

Are you interested in learning about how to help others? Interested in being a counselor? This course will provide an introduction to the profession of counseling. Learn more about the variety of roles and responsibilities of mental health professionals and how you can learn how to help others.

**CNP 1650 Unlearning to Learn: A Journey in Self Discovery (1-2 Credits)**

Introduction for students to gain self-awareness and broadening viewpoints to aid in their success as a new student at the University of Denver. This course will focus on interactive and experiential learning around topics such as personality, learning styles, emotional intelligence, strengths and virtues, and learning across difference. This interactive and experiential learning community will engage in critical thinking, challenging dialogues, and praxis (i.e. reflection and action) through a holistic approach of understanding personality, learning styles, emotional intelligence, strengths and virtues, and learning across difference. The aim of this course is to cultivate a sense of belonging through self-discovery. This course provides foundational skill-building to prepare students to actively engage in their learning experience at the University of Denver.

**CNP 2550 Psychology of Men and Masculinities (4 Credits)**

This course is designed to focus on men, and how their lived experiences impact the daily lives and experiences of all gendered individuals in the U.S. This course focuses on the psychological process of men and masculinity.

**CNP 3249 Counseling Psychology: Health and Positive Psychology (4 Credits)**

This course will provide an overview of the topic of health psychology. Health psychology is the study of the bi-directional relationship between psychology and health. Topics in this course will include psychological factors that lead people to act in unhealthy ways, how people adjust and cope with pain and illness, the impact of stress and social support on health, and cultural considerations in health and well-being. Enforced Prerequisites: Psych 101.

**CNP 3263 Counseling Psychology: The Psychology of Sex and Intimate Relationships (4 Credits)**

This course will examine theoretical perspectives and current research in the study of sex and intimate relationships. Topics will include the development of sexual attraction, theories of intimate relationship development, communication, common problems in relationships (jealousy, infidelity, conflict, attachment, etc.), individual and gender differences in sexual behaviors and intimate relationships.



**COMN 1100 Communication in Personal Relationships (4 Credits)**

Relationships have a direct and lasting impact on us: they shape who we are, and the paths we take toward who we will become. The purpose of this course is to analyze and apply theories and research relevant to communication processes in a variety of personal relationships. Discussion of issues such as attachment, identity, hetero- and homosexual relationships, family communication, conflict, and intrapersonal discourses will provide students a foundation on which to build skills useful in a variety of personal relationships. In Communication in Personal Relationships, students will: sensitively express attitudes and discuss research about different issues pertinent to the study of personal relationships; develop the skills to critically analyze their own relationships and the relationships of others; reflect on and challenge their and others' ideas in a critically constructive manner so that we arrive at a new level of understanding together; and demonstrate the ability to apply communication and interpersonal theories and research outside of this classroom upon completion of the course.

**COMN 2270 Intro to Health Communication (4 Credits)**

This course is designed to be an introduction to the field of health communication. Through readings, case studies, and discussions, this class is designed to provide an overview of health communication in a variety of health contexts, ranging from public health campaigns to interpersonal communication to community-based health interventions. In this class, we aim to understand how communication can play a vital role in achieving personal and public health objectives. Throughout the quarter, we will examine theoretical and conceptual backgrounds in health communication and evaluate examples of health communication practices. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 3270 Health Communication (4 Credits)**

This course examines the role of health communication in our everyday lives. We will focus on communication strategies that inform and influence individuals, families and communities in decisions that enhance health. We will also explore the dynamics and impact of health communication between individuals and the health care system such as doctor-patient communication, dissemination of health related information, and the role of mediated communication in examining health communication.

**COMN 3280 Family Communication (4 Credits)**

The purpose of this course is to enhance understanding about communication patterns within families. In this course, we will examine theory/research on the role of communication in creating and maintaining healthy marriages and families. Specifically, we will study communication and the family life cycle, different family forms, family race/ethnicity, power in families, conflict in families, communication and stress in families, and communication in the aging family. The course format includes lectures, discussions, analysis of case studies, and in class applications.

**ECON 3740 Health Economics (4 Credits)**

This course is designed to study the nature of the organization of health care production, delivery and utilization according to economic theory. It introduces the up-to-date problems and issues in the U.S. health care system by studying demand for and supply of health care services, health care production and costs, and market analysis of health care industry. Important parties playing roles in health care industry such as private health insurance firms, physicians, pharmaceutical industry, and hospital services will be studied in detail. In addition, the course deals with the role of government in health care industry and various health care reforms proposed in the U.S. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

**EVM 3413 Design Thinking (1 Credit)**

Design Thinking is a creative problem solving process that builds your ability to first see and then solve human-centered opportunities. It starts with empathically looking at frustrations inside and around your organization, then moves through a variety of brainstorming sessions to build customer centric solutions. Design Thinking is a wonderful tool to help you monetize the human capital in your organization. Once we know the process, we will ask students to bring real challenges into the classroom where we will use Design Thinking to build potential new products, services and solutions.

**GWST 2730 Gender in Society (4 Credits)**

How the biological fact of sex is transformed into socially created gender roles. How individuals learn they are male and female, and how their behaviors are learned. A look at gender distinctions built into language, education, mass media, religion, law, health systems and the workplace. Cross listed with SOCI 2730. Prerequisite: SOCI 1810.

**SOCI 2730 Gender in Society (4 Credits)**

How the biological fact of sex is transformed into socially created gender roles. How individuals learn they are male and female, and how their behaviors are learned. A look at gender distinctions built into language, education, mass media, religion, law, health systems and the workplace. Cross listed with GWST 2730. Prerequisite: SOCI 1810 or permission of instructor.

**WELL 1013 Introduction to Wellness Studies (4 Credits)**

This course is designed to help students critically analyze concepts and theories of wellness and to promote wellness in their everyday lives. An emphasis will be placed on the research and application of knowledge and skills to increase personal awareness of health and to promote wellness and quality of life.

**WELL 2013 WLLC: Introduction to Wellness (1,2 Credit)**

This course is designed to help students critically analyze the determinants of wellness and to promote wellness in the everyday lives we lead, both personally and as members of a community. An emphasis is placed on the research and application of knowledge and skills to increase personal awareness of health and to promote wellness in the quality of life in a community. Restricted to Wellness LLC students.

**WELL 2014 WLLC: Community and Social Wellness (1,2 Credit)**

This course helps students explore their own perspectives and identities in terms of community and social wellness. Students explore different facets of the community from a development approach to analyze critically what determines the relationship between community wellness and social wellness across time, the life cycle, socio-economic boundaries, cultures and communities. An emphasis is placed on informed discussion, working together, sensitivity to others' perspectives, and creating greater awareness of our power to effect change in our community and our world. Restricted to Wellness LLC students.

**WELL 2015 WLLC: Spiritual and Emotional Wellness (1,2 Credit)**

This course helps students explore their own perspectives and identities in terms of spirituality as it relates to personal wellness. The course creates opportunities for students to explore different spiritual experiences to analyze critically the relationship between spirituality and wellness across time, the life cycle, various socio-economic levels, cultures and communities. An emphasis is placed on informed discussion, sensitivity to others' perspectives, and creating great awareness in our community. Restricted to Wellness LLC students.

**WELL 2050 Foundations of Health Promotion (1-2 Credits)**

Health promotion starts with understanding all that goes into wellness and wellbeing. Wellness is a unifying concept that weaves together many disciplines, curricula, and facets of experience. This class will explore multiple dimensions of wellness, such as emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social. Students will learn about each dimension along with examples of behaviors that promote each dimension of wellness and demonstrate how they are interconnected. The course is designed to help students critically analyze concepts and theories of wellness and draw connections to wellness in their everyday lives. An emphasis will be placed on the research and application of knowledge and skills to increase personal awareness of health and to promote wellness and quality of life.

**WELL 2051 Applications in Health Promotion (1-2 Credits)**

This course provides an understanding and broad overview of the practice of health promotion. Health promotion is the development of individual, group, institutional, community and systemic strategies to improve health knowledge, attitudes, skills and behavior. The course will consider the practicalities of designing, delivering, and evaluating health promotion interventions as well as how health promotion practices intersect with issues of health equity and the social determinants of health. Students will learn about key behavioral theories and models that support program planning as well as understanding the ability to impact health behavior. Students will have opportunities to explore applications of health promotion concepts.

**WELL 2052 Future Directions in Health Promotion (1-2 Credits)**

Motivating a society to actively encourage good health is no small task – made even more difficult by inequities that constrain people's choices in ways that affect health, from food to leisure to work. Improving public health takes legions of professional health educators working in every possible venue, from schools and mass media to workplaces and legislative offices. This course will explore how professionals from different disciplines approach health promotion, such as in social service, corporate wellness, healthcare, school, and public health systems as well as Injury Prevention, Research, Health Technology, and even Entrepreneurship. The class will also explore emerging trends in health promotion, including as relates to health equity and well-being.

**WELL 2053 Foundations of Global Mental Health (1-2 Credits)**

This course introduces students to foundational concepts of mental health from a global and interprofessional perspective. Students will explore cultural concepts of distress and wellbeing through a decolonization framework, from Indigenous understandings and practices to modern diagnostic and intervention models grounded in a variety of disciplines. Students will be invited to bring their passion, values, and lived experience to think critically through the challenges and opportunities presented by this diverse, essential, and rapidly-evolving field.

**WELL 2054 Applications in Global Mental Health (1-2 Credits)**

This course provides students with an opportunity to integrate the theoretical and conceptual underpinnings of global mental health with meaningful community-engaged experiences. Students will be challenged to collaborate across professional disciplines to research and incorporate best practices grounded in principles of equity, diversity, and inclusion, centering the needs and voices of community stakeholders.

**WELL 2055 Future Directions in Global Mental Health (1-2 Credits)**

This course challenges students to look beyond here and now, to the future of global mental health, and prepares students for the next phases of their training and careers. Building on both didactic and experiential learning, this course will address the needs and obstacles facing global mental health fields today—ranging from inequities in health care access to identity-based violence to ecological injustice—and will create a space for curiosity about what tomorrow may hold, and what role each student may play in addressing some of the most pressing concerns of their time. Themes include cultural awareness and humility, global majority dynamics, and systemic bias, as well as the importance of self assessment around personal worldviews, gaps in learning, and areas of ongoing growth.

**WELL 2070 Introduction to Mental Health and Wellness Studies (4 Credits)**

This course introduces students to foundational concepts of mental health and wellness through a framework that emphasizes diversity, equity, and inclusion as well as interprofessional perspectives. Students will explore concepts of mental health, wellness, and distress drawing on perspectives that range from Indigenous understandings and practices to modern diagnostic and intervention models grounded. For example, students will explore multiple dimensions of wellness as well as diverse professional approaches to mental health and wellness. Students will be invited to explore their passion, values, and lived experiences to think critically through the challenges and opportunities available in the diverse field of mental health and wellness.

**WELL 2100 Writing for Wellness (4 Credits)**

Mental health problems among college students have increased significantly in recent years, and student depression rates have doubled since 2009. However, a growing body of research suggests that many individuals can improve feelings of wellbeing through a variety of writing practices, including journaling, critical reflection, and expressive writing. Inspired, in part, by Yale University's most popular course, "The Science of Wellbeing," this wellness course explores current research on wellbeing, and engages students in the role writing can play in personal, academic, and professional wellness. In this course, students explore academic research on writing for wellness, experiment with wellness writing approaches themselves, and design a wellness writing self-study.

**WELL 2700 Leveraging Eco-Distress to Create a Regenerative Future (4 Credits)**

This course looks at wellness and mental health through the lens of addressing global environmental change through imagining and co-creating a future that is equitable, just, joyful, and based on thriving, mutually beneficial relationships with other humans, all other species, and the natural world. Emphasis will be placed on building resilience to climate grief, solastalgia, eco-anxiety, and climate trauma utilizing a strengths-based perspective and frameworks such as social permaculture, regenerative design, and futures thinking. Students will develop knowledge and awareness of how global environmental change and the polycrisis impact our thoughts, emotions, and behavior, and will learn skills and mindsets to support them in feeling empowered in their ability to take hopeful and intentional action in the creation of a regenerative future for all beings and the Earth.

**WELL 3020 Mental Health and Wellness for the Public Good (2 Credits)**

This capstone course of the Mental Health and Wellness Minor requires students to integrate knowledge related to diverse understandings of wellness and origins of mental health inequities learned in prior Minor courses. Through structured, critical reflections and discussions, students will identify community-relevant ways in which mental health and wellness promotion could be enhanced. They will use the interdisciplinary perspectives gleaned from earlier courses to create and execute an applied project or experiential learning activity with the objective of promoting mental health, wellness, and equity for the public good.

**WELL 3028 Internship (1-2 Credits)**

This internship is designed to help you develop interprofessional skills to address mental health and wellness issues. During the internship, you will have opportunities to transfer learning from classes to projects that address complex problems of importance to the student and the public good; have agency and play a key role in defining and carrying out collaborative projects; and receive individualized mentoring.

## Middle East Studies Program

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Email: A (Maha.Foster@du.edu)ndrea.Stanton@du.edu

Web Site: <https://liberalarts.du.edu/academics-admissions/programs-ug/minor-middle-east-studies> (<https://liberalarts.du.edu/academics-admissions/programs-ug/minor-middle-east-studies/>)

This interdisciplinary minor offers undergraduate students in any major the opportunity to demonstrate competency in the study of the Middle East.

The Middle East Studies minor provides students with an in-depth and substantive exposure to the politics, society, and religions of the Middle East through a variety of humanities and social sciences approaches, and through study of at least one major regional language. The minor helps DU undergraduates pursuing any major to develop deeper and more nuanced understandings of the Middle East, which they can use for careers in government, non-governmental organizations, business, and education.

This minor offers: 1) a range of courses taught by recognized experts in their fields 2) an inter-disciplinary approach which gives students a three-dimensional view of the region 3) language training and proficiency that prepares students for a global future.

This interdisciplinary undergraduate minor provides students with an in-depth and substantive exposure to the politics, society, and religions of the Middle East through a variety of humanities and social sciences approaches, and through study of at least one major regional language. The minor aims to strengthen DU undergraduates' knowledge of the Middle East, whatever their major, and to enhance their career opportunities.

## Minor Requirements

20 credits including the following:

Code	Title	Credits
<b>Language Sequence <sup>1</sup></b>		<b>8</b>
ARAB 2002 & ARAB 2100	Intermediate Arabic and Conversation & Composition	
or		
HEBR 2002 & HEBR 2003	Intermediate Hebrew and Intermediate Hebrew <sup>2</sup>	
<b>Three content courses: <sup>3</sup></b>		<b>12</b>
Content course listing (may change depending on instructor availability; not all courses offered every year; please check with major advisor if you find a course not listed here that should count toward the minor)		
ARTH 3300	Seminar in Art History (Content course listing (exact courses may change depending on instructor interest/availability; not all courses offered every year))	
ARTH 3880	Mosques and Aniconism: Islamic Art and Architecture 650-1250	
ARTH 3881	Dragons and Sultans: Islamic Art and Architecture 1250-1600	
ENGL 2742	Modern Hebrew Literature in Translation: Against All Odds	
ENGL 3405	Postmodern Visions of Israel	

HEBR 2745	Israeli Television and Cinema: Representing Cultural Diversity in Israeli Life
HEBR 3010	Aspects of Modern Hebrew: Readings, Films, Songs, and Discussion
HIST 1600	Jews in the Islamic World, 632 C.E. - 1948 C.E.
HIST 3620	United States Involvement in the Persian Gulf, 1933-Present
HIST 2030	Ancient Near East
RLGS 2111	Islam and United States Politics
RLGS 3505	Gender and Politics in Muslim Pop Cultures
JUST 2370	Multicultural Israel: Food, Film and Beyond
JUST 2380	Multicultural Israel through Popular Music
JUST 2745	Israeli Television and Cinema: Representing Cultural Diversity in Israeli Life
INTS 2430	History of the Middle East
INTS 3020	Introduction to Middle East and Islamic Politics
JUST 2350	Israeli Culture Through Film: Society, Ethnicity, and Inter-Cultural Discourse
JUST 2360	Israeli Society Through Film: Narratives of the Holocaust, War and Terror in Israeli Life
RLGS 3086	The Emergence of Monotheism

**Total Credits****20**

- <sup>1</sup> Students who demonstrate proficiency in Arabic or Hebrew to the 2100/2003 level will have the language course requirements waived, and instead will take five content courses.
- <sup>2</sup> Students pursuing this minor and the Judaic Studies minor *must* choose the JUST minor *without* the Hebrew emphasis, if they are using Hebrew for both minors. The second-year Hebrew requirement cannot be double-counted for the Middle Eastern Studies minor and the Judaic Studies minor with Hebrew emphasis
- <sup>3</sup> Students must take content courses in at least two departments/schools. (e.g., they cannot take all three courses from HIST.) Students can transfer up to 10 credit hours from appropriate study abroad courses into the minor. No more than 4 credit hours may be taken at the 1000 level.

## Music

Office: Newman Performing Arts Center  
 Mail Code: 2344 E. Iliff Ave. Denver, CO 80208  
 Phone: 303-871-6400  
 Web Site: <http://www.du.edu/lamont> (<http://www.du.edu/lamont/>)

With its wide array of degrees and certificates, outstanding faculty, and superior facilities, the Lamont School of Music is one of the most distinguished music programs in the United States.

The Lamont School of Music offers bachelor of music programs with majors in composition, jazz studies and commercial music, performance, and recording and production; a bachelor of arts in music; undergraduate minors in ethnomusicology and music; and a certificate in Suzuki cello or violin pedagogy.

The faculty is composed of professors and instructors who actively perform, compose, publish, and lecture worldwide. The Lamont School of Music is located in the Robert and Judi Newman Center for the Performing Arts, a 186,000-square-foot state-of-the-art facility opened in 2002 and officially inaugurated in 2003. The Newman Center includes an academic building, a 225-seat recital hall, a 1,000-seat concert/opera hall, and a 250-seat flexible theater. The academic building is replete with teaching studios, practice rooms (some of which are digitally enhanced as “virtual” acoustic practice rooms), large rehearsal spaces, a music library, a digital keyboard laboratory, two recording studios, an electronic music lab, classrooms with smart-to-the-seat technology, and an 80-seat recital salon.

## Bachelor of Arts: Applied Music

### Bachelor of Arts in Applied Music

(183 credits required for the degree (p. 92))

70 credits including the following:

Code	Title	Credits
	<b>Music Theory/Aural Skills</b>	<b>24</b>
<b>Classical emphasis students do the following sequences:</b>		

MUAC 1001 & MUAC 1002 & MUAC 1003	Music Theory I and Music Theory I and Music Theory I
MUAC 1020 & MUAC 1021 & MUAC 1022	Aural Skills I and Aural Skills I and Aural Skills I
MUAC 2004 & MUAC 2005	Music Theory II and Music Theory II
MUAC 2020 & MUAC 2021	Aural Skills II and Aural Skills II

#### Music Theory/Aural Skills Electives

Following the completion of MUAC 2005 Music Theory II and MUAC 2021 Aural Skills II, students will complete 4 credits of music theory or aural skills electives (listed below). A list of course offerings also will be posted on My.DU > Lamont School of Music > Undergraduate Advising Resources each year.

MUAC 3002	Form and Analysis
MUAC 3006	Post-Tonal Theory: Mode/Rhythm
MUAC 3007	Post Tonal Theory and Analysis: Set Theory and Serialism
MUAC 3008	Modal Counterpoint, Renaissance Vocal Style
MUAC 3009	Pedagogy of Music Theory
MUAC 3014	Music-Theoretical Approaches to Popular Music
MUAC 3023	Rhythm & Meter in Music
MUAC 3024	Introduction to Tonal Analysis
MUAC 3025	Topics in Analysis: Brahms
MUAC 3026	Sonata Form: Performance, Analysis, and History
MUAC 3027	Arranging for the Classical Musician
MUAC 3089	Model Composition
MUAC 3121	Seminar in Music Theory
MUAC 3537	Crouch, Hawkins, and Smallwood: Three Pioneers in Contemporary Gospel Music
MUAC 3578	Advanced Composition
MUAC 3801	Introduction to Schenkerian Analysis
MUAC 3860	Basic Jazz Improvisation
MUAC 3910	Orchestration

OR

#### Jazz Studies & Commercial Music emphasis students complete the following sequences:

MUAC 1013 & MUAC 1014 & MUAC 1015	Jazz Theory and Aural Skills and Jazz Theory and Aural Skills and Jazz Theory and Aural Skills
MUAC 3870	Jazz Improvisation & Composition <sup>1</sup>

#### Music Entrepreneurship and Community Engagement

4

MUAC 1211	Music Technology
MUAC 3092	The Business Side of Music
MUAC 3212	Digital Music Creation
MUAC 3844	The Artist Entrepreneur
MUAC 2061	Sound Synthesis and Electronic Music Production
MUAC 2062	Audio Engineering and Production I
MUAC 2063	Computer Music: Programming, Performance, and Production
EVM 1100	Introduction to Entrepreneurship
EVM 2100	Social Entrepreneurship "do well by doing good"
EVM 3402	Creating Your Digital Presence
EVM 3403	Ethics in Entrepreneurship
EVM 3408	Accounting For Entrepreneurs
EVM 3413	Design Thinking
EVM 3421	Intellectual Property Issues for Startup Businesses
EVM 3422	Startup Legal Issues

EVM 3428	Developing a WordPress Website	
EVM 3437	The Art of Branding: Design Tactics for Entrepreneurs	
EVM 3439	Social Entrepreneurship	
EVM 3440	How to Effectively Negotiate in Business	
EVM 3441	How To Create A Business Startup Budget & Forecast	
EVM 3445	Life Design for Entrepreneurs	
EVM 3446	Entrepreneurship in the Arts	
EVM 3447	Produce Professional Videos with Your Phone	
EVM 3448	Navigating the Gig Economy: Turn Your Passion into Profit	
MUAC 2051	Musicology: Foundations of Musicology	3
<b>MUAC 2000-level Musicology Survey</b>		<b>15</b>
MUAC 2052	Musicology: Medieval And Renaissance Music	
MUAC 2053	Musicology: Baroque Music	
MUAC 2054	Musicology: Classical Music	
MUAC 2055	Musicology: Romantic Music	
MUAC 2056	Musicology: Modern Music	
MUAC 2057	Musicology: Introduction to World Musics	
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	
<b>MUPR 2000-level Applied Lessons</b>		<b>12</b>
Complete 2-credit lessons on the major instrument for a minimum of six quarters with the assigned instructor.		
<b>MUEN 3000-level Ensembles</b>		<b>12</b>
Audition for and participate in one ensemble per quarter, as assigned, at least six quarters of which must be an appropriate major ensemble. See Lamont Student Handbook for details.		
<b>Total Credits</b>		<b>70</b>

<sup>1</sup> Take MUAC 3870 3 times for 12 total credits.

In addition, students must fulfill requirements for piano proficiency, music beyond the primary culture of specialization, convocation attendance, and culminating project. Piano proficiency must be completed by the end of sophomore year. Please see the Lamont Student Handbook for details regarding all non-course requirements.

## Secondary Major Requirements

70 credits. Same requirements as for BA degree.

## Bachelor of Arts: Music Studies

### Bachelor of Arts in Music Studies

(183 total degree credits (p. 92))

45 credits from Music

Code	Title	Credits
MUAC 1000	Fundamentals of Music Theory <sup>1</sup>	4
MUAC 1012	Music, Society, and Culture	4
MUAC 1211	Music Technology	4
MUAC 3212	Digital Music Creation	4
or MUAC 3092	The Business Side of Music	
MUAC 2051	Musicology: Foundations of Musicology	3
Required Capstone Course		4
<b>Electives Courses</b>		
MUAC 2000-level Musicology Survey		3
MUAC 2052	Musicology: Medieval And Renaissance Music	



MUAC 2053	Musicology: Baroque Music	
MUAC 2054	Musicology: Classical Music	
MUAC 2055	Musicology: Romantic Music	
MUAC 2056	Musicology: Modern Music	
MUAC 2057	Musicology: Introduction to World Musics	
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	
MUAC 3000-level course		4
MUEN 3000-level Ensembles <sup>2</sup>		3
MUAC, MUEN, MUPR 2000/3000-level courses <sup>3</sup>		12
<b>Total Credits</b>		<b>45</b>

In addition, students must fulfill the non-course requirement for convocation attendance.

<sup>1</sup> Students with prior musical training may take 4 credits of music theory and aural skills by placement instead of Fundamentals of Music Theory.

<sup>2</sup> Participate in one ensemble per quarter for at least three quarters.

<sup>3</sup> The following 1000-level MUAC courses may also be applied to these 12 credits: MUAC 1001, 1002, or 1003 (Music Theory I), MUAC 1013, 1014, or 1015 (Jazz Theory and Aural Skills), and MUAC 1020, 1021, or 1022 (Aural Skills I).

## Secondary Major Requirements

70 credits. Same requirements as for BA degree.

## Bachelor of Music: Composition

### Bachelor of Music Major Requirements

(194 credits required for the degree (p. 94))

132 credits, including the following:

Code	Title	Credits
MUAC 1001 & MUAC 1002 & MUAC 1003	Music Theory I and Music Theory I and Music Theory I	6
MUAC 1020 & MUAC 1021 & MUAC 1022	Aural Skills I and Aural Skills I and Aural Skills I	6
MUAC 2004 & MUAC 2005	Music Theory II and Music Theory II	4
MUAC 2020 & MUAC 2021	Aural Skills II and Aural Skills II	4

Following the completion of MUAC 2005 Music Theory II and MUAC 2021 Aural Skills II, students will complete 4 credits of music theory or aural skills electives (listed below). A list of course offerings also will be posted on My.DU > Lamont School of Music > Undergraduate Advising Resources each year.

MUAC 3002	Form and Analysis	
MUAC 3006	Post-Tonal Theory: Mode/Rhythm	
MUAC 3007	Post Tonal Theory and Analysis: Set Theory and Serialism	
MUAC 3008	Modal Counterpoint, Renaissance Vocal Style	
MUAC 3009	Pedagogy of Music Theory	
MUAC 3014	Music-Theoretical Approaches to Popular Music	
MUAC 3023	Rhythm & Meter in Music	
MUAC 3024	Introduction to Tonal Analysis	
MUAC 3025	Topics in Analysis: Brahms	
MUAC 3026	Sonata Form: Performance, Analysis, and History	
MUAC 3027	Arranging for the Classical Musician	

MUAC 3089	Model Composition	
MUAC 3121	Seminar in Music Theory (requires instructor approval)	
MUAC 3537	Crouch, Hawkins, and Smallwood: Three Pioneers in Contemporary Gospel Music	
MUAC 3578	Advanced Composition	
MUAC 3801	Introduction to Schenkerian Analysis (requires instructor approval)	
MUAC 3860	Basic Jazz Improvisation	
MUAC 3910	Orchestration	
MUAC 1920	Basic Conducting	2
Music Entrepreneurship and Community Engagement		4
MUAC 1211	Music Technology	
MUAC 3092	The Business Side of Music	
MUAC 3212	Digital Music Creation	
MUAC 3844	The Artist Entrepreneur	
MUAC 2061	Sound Synthesis and Electronic Music Production	
MUAC 2062	Audio Engineering and Production I	
MUAC 2063	Computer Music: Programming, Performance, and Production	
EVM 1100	Introduction to Entrepreneurship	
EVM 2100	Social Entrepreneurship "do well by doing good"	
EVM 3402	Creating Your Digital Presence	
EVM 3403	Ethics in Entrepreneurship	
EVM 3408	Accounting For Entrepreneurs	
EVM 3413	Design Thinking	
EVM 3421	Intellectual Property Issues for Startup Businesses	
EVM 3422	Startup Legal Issues	
EVM 3428	Developing a WordPress Website	
EVM 3437	The Art of Branding: Design Tactics for Entrepreneurs	
EVM 3439	Social Entrepreneurship	
EVM 3440	How to Effectively Negotiate in Business	
EVM 3441	How To Create A Business Startup Budget & Forecast	
EVM 3445	Life Design for Entrepreneurs	
EVM 3446	Entrepreneurship in the Arts	
EVM 3447	Produce Professional Videos with Your Phone	
EVM 3448	Navigating the Gig Economy: Turn Your Passion into Profit	
MUAC 2051	Musicology: Foundations of Musicology	3
Select five additional 2000-level Musicology courses from the following:		15
MUAC 2052	Musicology: Medieval And Renaissance Music	
MUAC 2053	Musicology: Baroque Music	
MUAC 2054	Musicology: Classical Music	
MUAC 2055	Musicology: Romantic Music	
MUAC 2056	Musicology: Modern Music	
MUAC 2057	Musicology: Introduction to World Musics	
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	
MUPR (2000-level)	Applied lessons with assigned instructor (Four credits per quarter)	48
MUEN (3000-level)	Ensembles as assigned (Must audition for and participate in one ensemble per quarter as assigned. See Lamont Student Handbook for details.)	12

MUAC 3124	Composition Seminar	12
& 3124	and Composition Seminar	
& 3124	and Composition Seminar	
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& 3124	and Composition Seminar	
& 3124	and Composition Seminar	

**Area Requirements** **12**

MUAC 3006	Post-Tonal Theory: Mode/Rhythm	4
or MUAC 3007	Post Tonal Theory and Analysis: Set Theory and Serialism	

Select two additional courses from the following:

MUAC 3002	Form and Analysis
MUAC 3008	Modal Counterpoint, Renaissance Vocal Style
MUAC 3014	Music-Theoretical Approaches to Popular Music
MUAC 3023	Rhythm & Meter in Music
MUAC 3121	Seminar in Music Theory
MUAC 3578	Advanced Composition
MUAC 3801	Introduction to Schenkerian Analysis
MUAC 3910	Orchestration
MUAC 4009	Tonal Counterpoint (Instructor permission required.)

Other courses as approved by department

**Total Credits** **136**

In addition, students must fulfill requirements for piano proficiency, sophomore composition proficiency, music beyond the primary culture of specialization, and convocation attendance. Piano proficiency must be completed by the end of sophomore year. After the first quarter, students must have a new work performed on the Lamont Composer's Series Concert each quarter. Please see the Lamont Student Handbook for details regarding all non-course requirements.

## Bachelor of Music: Jazz Studies and Commercial Music

### Bachelor of Music Major Requirements

(194 credits required for the degree (p. 94))

132 credits, including the following:

Code	Title	Credits
MUAC 1013	Jazz Theory and Aural Skills	12
& MUAC 1014	and Jazz Theory and Aural Skills	
& MUAC 1015	and Jazz Theory and Aural Skills	
MUAC 3870	Jazz Improvisation & Composition	12
& 3870	and Jazz Improvisation & Composition	
& 3870	and Jazz Improvisation & Composition (Four credits per quarter for three quarters)	
MUAC 1920	Basic Conducting	2
<b>Music Entrepreneurship and Community Engagement</b>		<b>4</b>
MUAC 1211	Music Technology	
MUAC 3092	The Business Side of Music	
MUAC 3212	Digital Music Creation	
MUAC 3844	The Artist Entrepreneur	
MUAC 2061	Sound Synthesis and Electronic Music Production	
MUAC 2062	Audio Engineering and Production I	
MUAC 2063	Computer Music: Programming, Performance, and Production	
EVM 1100	Introduction to Entrepreneurship	

EVM 2100	Social Entrepreneurship "do well by doing good"	
EVM 3402	Creating Your Digital Presence	
EVM 3403	Ethics in Entrepreneurship	
EVM 3408	Accounting For Entrepreneurs	
EVM 3413	Design Thinking	
EVM 3421	Intellectual Property Issues for Startup Businesses	
EVM 3422	Startup Legal Issues	
EVM 3428	Developing a WordPress Website	
EVM 3437	The Art of Branding: Design Tactics for Entrepreneurs	
EVM 3439	Social Entrepreneurship	
EVM 3440	How to Effectively Negotiate in Business	
EVM 3441	How To Create A Business Startup Budget & Forecast	
EVM 3445	Life Design for Entrepreneurs	
EVM 3446	Entrepreneurship in the Arts	
MUAC 2051	Musicology: Foundations of Musicology	3
EVM 3447	Produce Professional Videos with Your Phone	
EVM 3448	Navigating the Gig Economy: Turn Your Passion into Profit	
MUAC 2058 & MUAC 2059	Jazz and Commercial Music History and Repertoire I (1900-1955) and Jazz and Commercial Music History and Repertoire II (1955-Present)	6
Select three additional 2000-level Musicology courses from the following:		9
MUAC 2052	Musicology: Medieval And Renaissance Music	
MUAC 2053	Musicology: Baroque Music	
MUAC 2054	Musicology: Classical Music	
MUAC 2055	Musicology: Romantic Music	
MUAC 2056	Musicology: Modern Music	
MUAC 2057	Musicology: Introduction to World Musics	
MUPR (2000-level)	Applied lessons on major instrument with assigned instructor (Four credits per quarter)	48
MUEN (3000-level)	Ensembles as assigned (Must audition for and participate in two ensembles per quarter, at least one of which must be an appropriate major ensemble, if so assigned. See Lamont Student Handbook for details.)	24
<b>Area Requirements</b>		<b>12</b>
MUAC 3630	Basic Jazz Arranging	
MUAC 3845	Writing for The Modern Large Jazz Ensemble I	
MUAC 3980 & 3980	Advanced Jazz Improvisation and Composition and Advanced Jazz Improvisation and Composition	

**Total Credits****132**

In addition, students must fulfill requirements for piano proficiency, sophomore performance proficiency, music beyond the primary culture of specialization, convocation attendance, junior recital, and senior recital. Piano proficiency must be completed by the end of sophomore year. Please see the Lamont Student Handbook for details regarding all non-course requirements.

## Bachelor of Music: Performance

### Bachelor of Music Major Requirements

(194 credits required for the degree (p. 94))

132 credits, including the following:

Code	Title	Credits
MUAC 1001 & MUAC 1002 & MUAC 1003	Music Theory I and Music Theory I and Music Theory I	6
MUAC 1020 & MUAC 1021 & MUAC 1022	Aural Skills I and Aural Skills I and Aural Skills I	6

MUAC 2004 & MUAC 2005	Music Theory II and Music Theory II	4
MUAC 2020 & MUAC 2021	Aural Skills II and Aural Skills II	4
Following the completion of MUAC 2005 Music Theory II and MUAC 2021 Aural Skills II, students will complete 4 credits of music theory or aural skills electives (listed below). A list of course offerings also will be posted on My.DU > Lamont School of Music > Undergraduate Advising Resources each year.		4
MUAC 3002	Form and Analysis	
MUAC 3006	Post-Tonal Theory: Mode/Rhythm	
MUAC 3007	Post Tonal Theory and Analysis: Set Theory and Serialism	
MUAC 3008	Modal Counterpoint, Renaissance Vocal Style	
MUAC 3009	Pedagogy of Music Theory	
MUAC 3014	Music-Theoretical Approaches to Popular Music	
MUAC 3023	Rhythm & Meter in Music	
MUAC 3024	Introduction to Tonal Analysis	
MUAC 3025	Topics in Analysis: Brahms	
MUAC 3026	Sonata Form: Performance, Analysis, and History	
MUAC 3027	Arranging for the Classical Musician	
MUAC 3089	Model Composition	
MUAC 3121	Seminar in Music Theory (requires instructor approval)	
MUAC 3537	Crouch, Hawkins, and Smallwood: Three Pioneers in Contemporary Gospel Music	
MUAC 3578	Advanced Composition	
MUAC 3801	Introduction to Schenkerian Analysis (requires instructor approval)	
MUAC 3860	Basic Jazz Improvisation	
MUAC 3910	Orchestration	
MUAC 1920	Basic Conducting	2
Music Entrepreneurship and Community Engagement		4
MUAC 1211	Music Technology	
MUAC 3092	The Business Side of Music	
MUAC 3212	Digital Music Creation	
MUAC 3844	The Artist Entrepreneur	
MUAC 2061	Sound Synthesis and Electronic Music Production	
MUAC 2062	Audio Engineering and Production I	
MUAC 2063	Computer Music: Programming, Performance, and Production	
EVM 1100	Introduction to Entrepreneurship	
EVM 2100	Social Entrepreneurship "do well by doing good"	
EVM 3402	Creating Your Digital Presence	
EVM 3403	Ethics in Entrepreneurship	
EVM 3408	Accounting For Entrepreneurs	
EVM 3413	Design Thinking	
EVM 3421	Intellectual Property Issues for Startup Businesses	
EVM 3422	Startup Legal Issues	
EVM 3428	Developing a WordPress Website	
EVM 3437	The Art of Branding: Design Tactics for Entrepreneurs	
EVM 3439	Social Entrepreneurship	
EVM 3440	How to Effectively Negotiate in Business	
EVM 3441	How To Create A Business Startup Budget & Forecast	
EVM 3445	Life Design for Entrepreneurs	
EVM 3446	Entrepreneurship in the Arts	
EVM 3447	Produce Professional Videos with Your Phone	
EVM 3448	Navigating the Gig Economy: Turn Your Passion into Profit	
MUAC 2051	Musicology: Foundations of Musicology	3
Select five additional 2000-level Musicology courses from the following:		15

MUAC 2052	Musicology: Medieval And Renaissance Music	
MUAC 2053	Musicology: Baroque Music	
MUAC 2054	Musicology: Classical Music	
MUAC 2055	Musicology: Romantic Music	
MUAC 2056	Musicology: Modern Music	
MUAC 2057	Musicology: Introduction to World Musics	
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	
MUPR (2000-level)	Applied lessons with assigned instructor (Four credits per quarter)	48
MUEN (3000-level)	Ensembles as assigned (Must audition for and participate in two ensembles per quarter as assigned. See Lamont Student Handbook for details.)	24

**Area requirements listed below by department** **12**

**Brass**

**Horn**

MUAC 3662	Orchestral Studies for Brass	
MUAC 3708	Pedagogy & Repertoire Horn	
MUAC 3765	Professional Brass Techniques (To be taken senior year, unless otherwise approved by department)	
Music elective to be approved by studio professor		

**Trombone/Euphonium**

MUAC 3662	Orchestral Studies for Brass	
MUAC 3712	Pedagogy & Repertoire Trombone	
MUAC 3765	Professional Brass Techniques (To be taken senior year, unless otherwise approved by department)	
Music elective to be approved by studio professor		

**Trumpet**

MUAC 3662	Orchestral Studies for Brass	
MUAC 3742	Pedagogy & Repertoire Trumpet	
MUAC 3765	Professional Brass Techniques (To be taken senior year, unless otherwise approved by department)	
Music elective to be approved by studio professor		

**Tuba**

MUAC 3662	Orchestral Studies for Brass	
MUAC 3706	Pedagogy & Repertoire Tuba	
MUAC 3765	Professional Brass Techniques (To be taken senior year, unless otherwise approved by department)	
Music elective to be approved by studio professor		

**Carillon**

MUAC 3698 & 3698	Carillon History and Mechanics and Carillon History and Mechanics	
MUAC 3710 & 3710	Carillon Pedagogy I and Carillon Pedagogy I	

**Guitar**

MUAC 3590	Guitar History	
MUAC 3724 & 3724	Pedagogy & Repertoire Guitar and Pedagogy & Repertoire Guitar	

**Harp**

MUAC 3736 & MUAC 3737	Pedagogy & Repertoire Harp and Pedagogy & Repertoire Harp	
Music elective to be approved by studio professor		

**Musical Theater**

Choose from the following to complete twelve credits:

THEA 2870	Acting I	
THEA 2871		
THEA 1010	Stage Movement & Dance	
THEA 1011	Stage Movement & Dance	
THEA 1012	Stage Movement & Dance	



MUAC 3165	Music Theater Survey
MUAC 3166	Music Theater Survey II
MUAC 3240 & MUAC 3241	Vocal Pedagogy I and Vocal Pedagogy II
MUAC 3686 & MUAC 3688	Choral Pedagogy I and Choral Pedagogy II
MUAC 3684 & MUAC 3689	Choral Literature I and Choral Literature II
MUAC 3492	History of Opera: From Monteverdi to Minimalism and Beyond

**Organ**

MUAC 3738 & MUAC 3739 & MUAC 3740	Pedagogy & Repertoire Organ and Pedagogy & Repertoire Organ and Pedagogy & Repertoire Organ
MUPR 3350 & 3350 & 3350	Organ Improvisation and Organ Improvisation and Organ Improvisation

**Percussion**

MUAC 3718 & MUAC 3719	Pedagogy & Repertoire Percussion and Pedagogy & Repertoire Percussion
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Choose from the following to complete four credits:

MUAC 3860	Basic Jazz Improvisation
MUPR 2661 or MUPR 2671	Percussion Set Percussion Set
MUPR 2660 or MUPR 2670	Percussion (Hand Drum Lessons) Percussion

**Piano**

MUAC 2820 & MUAC 2821	Introduction to Piano Pedagogy I and Introduction to Piano Pedagogy II
MUAC 3822 & MUAC 3823 & MUAC 3824	Piano Repertoire I and Piano Repertoire II and Piano Repertoire III

**Strings****Bass**

Choose from the following to complete twelve credits:

MUAC 3030	Seminar-Performance Psychology
MUAC 3061	Audio Production I (Instructor permission required.)
MUAC 3092	The Business Side of Music
MUAC 3655	Orchestral Excerpts-Bass
MUAC 3733	Pedagogy & Rep Double Bass
MUAC 3860	Basic Jazz Improvisation
MUPR 3120	Alexander Technique
MUEN 3677	Bow Art Ensemble
MUAC (3000-level or 4000-level)	Composition, Ethnomusicology, Musicology, or Theory course (Instructor permission may be required.)

**Cello**

Choose from the following to complete twelve credits:

MUAC 3030	Seminar-Performance Psychology
MUAC 3092	The Business Side of Music
MUAC 3463	Suzuki Cello Seminar I
MUAC 3464	Suzuki Cello Seminar I
MUAC 3465	Suzuki Cello Seminar I
MUAC 3466	Suzuki Cello Seminar II
MUAC 3467	Suzuki Cello Seminar II
MUAC 3468	Suzuki Cello Seminar II
MUAC 3650	Orchestral Excerpts-Cello

MUAC 3730	Pedagogy & Repertoire Cello
MUAC 3860	Basic Jazz Improvisation
MUPR 3120	Alexander Technique
MUEN 3677	Bow Art Ensemble
MUAC 3061	Audio Production I (Instructor permission required.)
MUAC (3000-level or 4000-level)	Composition, Ethnomusicology, Musicology, or Theory course (Instructor permission may be required.)

#### Viola

Choose from the following to complete twelve credits:

MUAC 3030	Seminar-Performance Psychology
MUAC 3061	Audio Production I (Instructor permission required.)
MUAC 3092	The Business Side of Music
MUAC 3661	Orchestral Excerpts Viola
MUAC 3663	Orchestral Excerpts, Viola II
MUAC 3860	Basic Jazz Improvisation
MUPR 3120	Alexander Technique
MUEN 3677	Bow Art Ensemble
MUAC (3000-level or 4000-level)	Composition, Ethnomusicology, Musicology, or Theory course (Instructor permission may be required.)

#### Violin

Choose from the following to complete twelve credits:

MUAC 3030	Seminar-Performance Psychology
MUAC 3061	Audio Production I (Instructor permission required.)
MUAC 3092	The Business Side of Music
MUAC 3470	Suzuki Violin Seminar I
MUAC 3471	Suzuki Violin Seminar I
MUAC 3472	Suzuki Violin Seminar I
MUAC 3660	Orchestral Excerpts-Violin
MUAC 3860	Basic Jazz Improvisation
MUPR 3120	Alexander Technique
MUEN 3677	Bow Art Ensemble
MUAC (3000-level or 4000-level)	Composition, Ethnomusicology, Musicology, or Theory course (Instructor permission may be required.)

#### Voice

MUEN 1701	IPA & Lyric Italian Diction
MUEN 1702	Lyric French Diction
MUEN 1703	Lyric German Diction
MUAC 2413	Vocal Literature Survey I: Italian and English Composers
MUAC 2414	Vocal Literature Survey II: German and French Composers
MUAC 2415	Acting and Movement for the Stage I
MUAC 2416	Acting and Movement for the Stage II
MUAC 3240	Vocal Pedagogy I
MUAC 3241	Vocal Pedagogy II

Choose from the following to complete two credits:

MUAC 3243	Recitative in Opera
MUAC 3686	Choral Pedagogy I
MUAC 3684	Choral Literature I
MUPR 3120	Alexander Technique

#### Woodwinds

##### Bassoon

MUAC 3761 & MUAC 3762	Pedagogy & Repertoire Bassoon and Pedagogy & Repertoire Bassoon
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Choose from the following to complete four credits:

MUAC 3860	Basic Jazz Improvisation
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MUAC 3030 & MUPR 3120	Seminar-Performance Psychology and Alexander Technique
<b>Clarinet</b>	
MUAC 3751 & MUAC 3752	Pedagogy & Repertoire Clarinet and Pedagogy & Repertoire Clarinet
Choose from the following to complete four credits:	
MUAC 3860	Basic Jazz Improvisation
MUAC 3030 & MUPR 3120	Seminar-Performance Psychology and Alexander Technique
<b>Flute</b>	
MUAC 3748 & MUAC 3749	Pedagogy & Repertoire Flute and Pedagogy & Repertoire Flute
Choose from the following to complete four credits:	
MUAC 3860	Basic Jazz Improvisation
MUAC 3030 & MUPR 3120	Seminar-Performance Psychology and Alexander Technique
<b>Oboe</b>	
MUAC 3757 & MUAC 3758	Pedagogy & Repertoire Oboe and Pedagogy & Repertoire Oboe
Choose from the following to complete four credits:	
MUAC 3860	Basic Jazz Improvisation
MUAC 3030 & MUPR 3120	Seminar-Performance Psychology and Alexander Technique
<b>Saxophone</b>	
MUAC 3754 & MUAC 3755	Pedagogy & Repertoire Saxophone and Pedagogy & Repertoire Saxophone
Choose from the following to complete four credits:	
MUAC 3860	Basic Jazz Improvisation
MUAC 3030 & MUPR 3120	Seminar-Performance Psychology and Alexander Technique
<b>Total Credits</b>	<b>132</b>

In addition, students must fulfill requirements for piano proficiency, sophomore performance proficiency, music beyond the primary culture of specialization, convocation attendance, junior recital, and senior recital. Piano proficiency must be completed by the end of sophomore year. Please see the Lamont Student Handbook for details regarding all non-course requirements.

Concentrations are available for this major in the following areas: bass, bassoon, carillon, cello, clarinet, flute, guitar, harp, horn, oboe, organ, percussion, piano, saxophone, trombone/euphonium, trumpet, tuba, viola, violin, and voice.

## Bachelor of Music: Recording and Production

### Bachelor of Music Major Requirements

(194 credits required for the degree (p. 94))

128 credits, including the following:

Code	Title	Credits
MUAC 1001 & MUAC 1002 & MUAC 1003	Music Theory I and Music Theory I and Music Theory I	6
MUAC 1020 & MUAC 1021 & MUAC 1022	Aural Skills I and Aural Skills I and Aural Skills I	6
MUAC 2004 & MUAC 2005	Music Theory II and Music Theory II	4
MUAC 2020 & MUAC 2021	Aural Skills II and Aural Skills II	4

Following the completion of MUAC 2005 Music Theory II and MUAC 2021 Aural Skills II, students will complete 4 credits of music theory or aural skills electives (listed below). A list of course offerings also will be posted on My.DU > Lamont School of Music > Undergraduate Advising Resources each year. 4

MUAC 3002	Form and Analysis	
MUAC 3006	Post-Tonal Theory: Mode/Rhythm	
MUAC 3007	Post Tonal Theory and Analysis: Set Theory and Serialism	
MUAC 3008	Modal Counterpoint, Renaissance Vocal Style	
MUAC 3009	Pedagogy of Music Theory	
MUAC 3014	Music-Theoretical Approaches to Popular Music	
MUAC 3023	Rhythm & Meter in Music	
MUAC 3024	Introduction to Tonal Analysis	
MUAC 3025	Topics in Analysis: Brahms	
MUAC 3026	Sonata Form: Performance, Analysis, and History	
MUAC 3027	Arranging for the Classical Musician	
MUAC 3121	Seminar in Music Theory (requires instructor approval)	
MUAC 3537	Crouch, Hawkins, and Smallwood: Three Pioneers in Contemporary Gospel Music	
MUAC 3801	Introduction to Schenkerian Analysis (requires instructor approval)	
MUAC 3578	Advanced Composition	
MUAC 3860	Basic Jazz Improvisation	
MUAC 3910	Orchestration	
OR:		
MUAC 1013 & MUAC 1014 & MUAC 1015	Jazz Theory and Aural Skills and Jazz Theory and Aural Skills and Jazz Theory and Aural Skills	
MUAC 3870 & 3870 & 3870	Jazz Improvisation & Composition and Jazz Improvisation & Composition and Jazz Improvisation & Composition	
MUAC 2051	Musicology: Foundations of Musicology	3
Select five additional 2000-level Musicology courses from the following:		15
MUAC 2052	Musicology: Medieval And Renaissance Music	
MUAC 2053	Musicology: Baroque Music	
MUAC 2054	Musicology: Classical Music	
MUAC 2055	Musicology: Romantic Music	
MUAC 2056	Musicology: Modern Music	
MUAC 2057	Musicology: Introduction to World Musics	
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	
MUAC 1920	Basic Conducting	2
MUAC 3061 & MUAC 3059 & MUAC 3058	Audio Production I and Audio Production II and Audio Production III	12
MUAC 3064 & MUAC 3065 & MUAC 3066	Audio Production IV and Audio Production V and Audio Production VI	12
MUPR (2000-level)	Applied lessons with assigned instructor (Four credits per quarter)	36
MUAC 2067	Audio Practicum (One credit per quarter in the first year, then three credits per quarter in the fourth year)	12
MUEN (3000-level)	Ensembles as assigned (Must audition for and participate in one major ensemble per quarter, if so assigned. See Lamont Student Handbook for details.)	12

**Total Credits****128**

In addition, students must fulfill requirements for piano proficiency, sophomore music recording proficiency, music beyond the primary culture of specialization, convocation attendance, internship, and senior production project. Piano proficiency must be completed by the end of sophomore year. Students must complete an internship approved by the department chair; students must complete the audio production course sequence before

beginning the internship. Students must complete a senior production project approved by the department chair. Please see the Lamont Student Handbook for details regarding all non-course requirements.

## Minors

### Ethnomusicology Minor Requirements

24 credits, including the following:

Code	Title	Credits
<b>Required Courses</b>		
MUAC 1012	Music, Society, and Culture	4
MUAC 2057	Musicology: Introduction to World Musics	3
<b>Elective Courses</b>		<b>12</b>
Choose three from the following list:		
(Please note: only one Anthropology elective may be applied to the minor)		
MUAC 1024	Black Sacred Music: A Survey	
MUAC 2251	Contemporary Gospel Music: Religion, Culture, and the Black Church	
MUAC 3497	Studying Music in the Field: Theory and Method in Ethnomusicology	
MUAC 3502	Gender & Genre in World Music	
MUAC 3537	Crouch, Hawkins, and Smallwood: Three Pioneers in Contemporary Gospel Music	
Other ethnomusicology courses, with department approval		
ANTH 2010	Cultural Anthropology	
ANTH 3070	Folklore and Cultural Heritage	
ANTH 3750	Ethnographic Methods	
ANTH 3875	Research Methods in Anthropology	
Other relevant courses, with department approval		
<b>At least two different 3000-level ensembles, as chosen from this list</b>		<b>5</b>
(Each ensemble may be taken for multiple quarters.)		
MUEN 3029	Steel Drum Ensemble	
MUEN 3041	North Indian Classical Ensemble	
MUEN 3048	Bluegrass Ensemble	
MUEN 3731	The Spirituals Project Choir	
Other ensembles, with department approval		
<b>Total Credits</b>		<b>24</b>

Interested students are encouraged to schedule an introductory advising meeting with the Chair of Musicology and Ethnomusicology.

Please note that only 4 of the Ethnomusicology minor credits can fulfill Analytical Inquiry: Society and Culture requirements in the Common Curriculum.

No courses for the Ethnomusicology minor can "double dip" for any Music major requirements.

Note: Unlike the minor in Music or a major in Music, an audition for admission is not required for the Ethnomusicology minor.

### Music Minor Requirements

23 credits, including the following:

Code	Title	Credits
MUAC 1001 & MUAC 1002	Music Theory I and Music Theory I <sup>1</sup>	4
MUAC 1020 & MUAC 1021	Aural Skills I and Aural Skills I <sup>1</sup>	4
OR		
MUAC 1013 & MUAC 1014	Jazz Theory and Aural Skills and Jazz Theory and Aural Skills	
Select two of the following: <sup>2</sup>		6
MUAC 2051	Musicology: Foundations of Musicology	

MUAC 2052	Musicology: Medieval And Renaissance Music	
MUAC 2053	Musicology: Baroque Music	
MUAC 2054	Musicology: Classical Music	
MUAC 2055	Musicology: Romantic Music	
MUAC 2056	Musicology: Modern Music	
MUAC 2057	Musicology: Introduction to World Musics	
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	
MUPR (3000-level)	Applied lessons on major instrument with assigned instructor (Two credits per quarter)	6
MUEN (3000-level)	Ensembles	3
<b>Total Credits</b>		<b>23</b>

<sup>1</sup> The required Music Theory and Aural Skills courses are offered in fall and winter quarters. Students must be declared as a minor in music and must complete the Pitch Identification Test prior to enrolling in Music Theory and Aural Skills courses. See Lamont School of Music advisor for details.

<sup>2</sup> It is recommended that students complete Music Theory and Aural Skills prior to taking Musicology.

Note: Prior to beginning a minor in music, students must complete an audition and Pitch Identification Test with the appropriate Music faculty.

## Artist Diploma and Certificate Programs

### Artist Diploma (Certificate in Music) with a Concentration in Performance

#### Certificate requirements

#### Coursework requirements

Minimum number of credits required for the certificate: 27 credits

Code	Title	Credits
<b>Core coursework requirements</b>		
Complete all of the following courses:		
MUAC, MUPR, MUEN (3000-level or 4000-level)	Upper-division Music electives	9
MUPR (2000-level)	Applied Lessons (2 credits per quarter)	12
MUEN (3000-level)	Ensembles/Chamber Music (Must audition for and participate in two ensembles per quarter, at least one of which must be an appropriate major ensemble, if so assigned. See Lamont Student Handbook for details.)	6
Note: These are minimum hours required. Candidates must enroll for at least one credit hour per quarter for each quarter of study and participate in at least two ensembles per quarter of study.		
<b>Total Credits</b>		<b>27</b>

#### Non-coursework requirements:

- Candidates will perform three juried, full-length solo recitals.
- Candidates will participate in the Lamont Honors Competition and the Lamont Chamber Music Competition at least once during enrollment in the program.

### Certificate in Suzuki Pedagogy Requirements

18 credits, including the following:

Code	Title	Credits
<b>CELLO</b>		
<b>LEVEL 1</b>		
MUAC 3463	Suzuki Cello Seminar I	2
MUAC 3464	Suzuki Cello Seminar I	2
MUAC 3465	Suzuki Cello Seminar I	2
MUAC 3460	Suzuki Cello Practicum	1
MUAC 3460	Suzuki Cello Practicum	1
<b>LEVEL 2</b>		
MUAC 3466	Suzuki Cello Seminar II	2



MUAC 3467	Suzuki Cello Seminar II	2
MUAC 3468	Suzuki Cello Seminar II	2
MUAC 3439	Teaching Note Reading	2
MUAC 3460	Suzuki Cello Practicum	1
MUAC 4450	Suzuki Group Lesson Practicum	1

**Total Credits** **18**

Code	Title	Credits
<b>VIOLIN</b>		
<b>LEVEL 1</b>		
MUAC 3470	Suzuki Violin Seminar I	2
MUAC 3471	Suzuki Violin Seminar I	2
MUAC 3472	Suzuki Violin Seminar I	2
MUAC 3477	Suzuki Violin Practicum	1
MUAC 3477	Suzuki Violin Practicum	1
<b>LEVEL 2</b>		
MUAC 3282	Suzuki Violin Seminar II	2
MUAC 3283	Suzuki Violin Seminar II	2
MUAC 3284	Suzuki Violin Seminar II	2
MUAC 3477	Suzuki Violin Practicum	1
MUAC 3439	Teaching Note Reading	2
MUAC 4450	Suzuki Group Lesson Practicum	1

**Total Credits** **18**

## Admission and Audition Requirements

In addition to being accepted for study by the University, students desiring admission to the Lamont School of Music must audition with the appropriate music faculty and complete a Lamont application. Audition requirements differ by area. Requirements can be reviewed at [www.du.edu/lamont](http://www.du.edu/lamont). An in-person audition is preferable; however, students may submit a high quality video recording for review.

## Requirements for Distinction in the Major in Music

BA students majoring in Music who wish to receive Distinction in the Major upon graduation must achieve the following:

- Propose and complete a project, as approved by the student's faculty advisor and an appropriate supervising Lamont faculty member (as per agreement between the student and the student's chosen faculty member), to make their BA in Music degree truly distinctive. Note that the faculty advisor and supervising Lamont faculty member may be one and the same person. Possible projects include, but are not limited to:
  - A. A lecture-recital co-supervised by the student's applied teacher and a Musicology/Ethnomusicology/Theory faculty member.
  - B. An innovative recital or other artistic endeavor that involves the participation of several other people.
  - C. An expanded version of an exemplary paper written in an upper division class suitable, for example, for presentation at a Lamont Colloquium and/or submission for the undergraduate journal *WRITlarge* for possible publication.
  - D. An exemplary PINS project.
    - Earn a 3.75 GPA in the major, 3.50 GPA overall.

## Requirements for Distinction in the Major in Composition

BM students in Composition who wish to receive Distinction in the Major upon graduation must achieve the following:

- Propose and complete, as approved by the student's studio professor and Composition department chair, and in addition to the required quarterly performances of the student's compositions, one of the following:
  - A. Independent study in a theoretical, musicological, or ethnomusicological topic.
  - B. An in-depth exploration of a topic outside music, followed by the composition of a new work that reflects this exploration, with the premiere performance supplemented by an explanatory essay or lecture.

C. An interdisciplinary collaboration, culminating either in the performance of an opera scene or in the composition of incidental or background music for film, dance, theater, video, or an electronic game.

D. Modification of existing music that is in public domain – e.g., editing early music, reducing music from orchestral scores to piano for two or four hands, or simplifying difficult instrumental music to expand the repertoire for beginning players.

E. Performance art or other work that is outside traditional boundaries of musical composition and performance. The topic and format of a project must be pre-approved by the Composition faculty.

F. An alternative project that is not listed here.

- Earn a 3.75 GPA in the major, 3.50 GPA overall.

## Requirements for Distinction in the Major in Jazz Studies and Commercial Music

BM students in Jazz Studies and Commercial Music who wish to receive Distinction in the Major upon graduating must achieve the following:

- Propose and complete, as approved by the student's studio professor and Lamont department chair, an additional element for the junior or senior recital to make it truly distinctive;
- Receive the Outstanding Recital Award for either junior or senior recital, or demonstrate significant performance activity as recognized by the student's department at Lamont;
- Earn a 3.75 GPA in the major, 3.50 GPA overall.

## Requirements for Distinction in the Major in Performance

BM students in Performance who wish to receive Distinction in the Major upon graduating must achieve the following:

- Propose and complete, as approved by the student's studio professor and Lamont department chair, an additional element for the junior or senior recital to make it truly distinctive;
- Receive the Outstanding Recital award for either junior or senior recital, or demonstrate significant performance activity as recognized by the student's department at Lamont;
- Earn a 3.75 GPA in the major, 3.50 GPA overall.

## Requirements for Distinction in the Major in Recording and Audio Production

BM students in Recording and Production who wish to receive Distinction in the Major upon graduation must achieve the following:

- Propose and complete, as approved by the director of the Recording and Production program, additional elements for the senior project to make it truly distinctive;
- Demonstrate consistent excellence, professionalism, and leadership as a student audio engineer, including the completion of an exemplary senior project;
- Earn a 3.75 GPA in the major, 3.50 GPA overall.

The following course plans represent the minimum courses students should plan to take each quarter for each degree. Students should select additional Music and Common Curriculum courses to complete their course loads each quarter in consultation with the Lamont advisor.

## Bachelor of Arts: Applied Music

Bachelor of Arts (p. 92) (183 credits, 70 in music)

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	MUAC 1002 <sup>1</sup>	2	MUAC 1003 <sup>1</sup>	2
MUAC 1001 <sup>1</sup>	2	MUAC 1021 <sup>1</sup>	2	MUAC 1022 <sup>1</sup>	2
MUAC 1020 <sup>1</sup>	2	MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble	1	MUPR 2XXX Applied Lessons	2	MUPR 2XXX Applied Lessons	2
MUPR 2XXX Applied Lessons	2	WRIT 1122	4	WRIT 1133	4
MUAC 1161	4	MUAC 1162	4	MUAC 1163 or 1190	4
	15		15		15

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
MUAC 2004 <sup>1</sup>	2	MUAC 2005 <sup>1</sup>	2	Music Theory Variation	4
MUAC 2020 <sup>1</sup>	2	MUAC 2021 <sup>1</sup>	2	MUAC 2053, 2056, or 2059 <sup>2</sup>	3

MUAC 2051	3 MUAC 2052, 2055, 2057, or 2058 <sup>2</sup>	3 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble	1 MUEN 3XXX Ensemble	1 MUPR 2XXX Applied Lessons	2
MUPR 2XXX Applied Lessons	2 MUPR 2XXX Applied Lessons	2 INTZ 2501	1-2
SI Natural or Language Sequence	4 SI Natural or Language Sequence	4 SI Natural or Language Sequence	4
AI Natural	4 Music Entrepreneurship and Community Engagement	4	
<b>18</b>		<b>18</b>	
		<b>15-16</b>	

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
MUAC 2054 <sup>2</sup>	3	MUAC 2052, 2055, 2057, or 2058 <sup>2</sup>	3	MUAC 2053, 2056, or 2059 <sup>2</sup>	3
MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble	1
Common Curriculum	4	Common Curriculum	4	Common Curriculum	4
SI Natural or Language Sequence	4	SI Natural or Language Sequence	4	SI Natural or Language Sequence	4
Secondary Major/Minor Course	4	Secondary Major/Minor Course	4	Secondary Major/Minor Course	4
<b>16</b>		<b>16</b>		<b>16</b>	

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble	1
Secondary Major/Minor Course	4	Secondary Major/Minor Course	4	Advanced Seminar	4
Secondary Major/Minor Course	4	Secondary Major/Minor Course	4	Secondary Major/Minor Course	4
Secondary Major/Minor Course	4	Secondary Major/Minor Course	4	Secondary Major/Minor Course	4
Secondary Major/Minor Course	4	Secondary Major/Minor Course	4	Secondary Major/Minor Course	4
<b>17</b>		<b>17</b>		<b>17</b>	

Total Credits: 195-196

**Options to Fill Credit Load Each Term**

MUAC 1161	Theory at the Keyboard I	4
MUAC 1162	Theory at the Keyboard II	4
MUAC 1163 or MUAC 1190	Theory at the Keyboard III Jazz at the Keyboard	4
Music Entrepreneurship and Community Engagement		4
MUAC 1211	Music Technology	
MUAC 3092	The Business Side of Music	
MUAC 3212	Digital Music Creation	
MUAC 3844	The Artist Entrepreneur	
MUAC 2061	Sound Synthesis and Electronic Music Production	
MUAC 2062	Audio Engineering and Production I	
MUAC 2063	Computer Music: Programming, Performance, and Production	
EVM 1100	Introduction to Entrepreneurship	
EVM 2100	Social Entrepreneurship "do well by doing good"	
EVM 3402	Creating Your Digital Presence	
EVM 3403	Ethics in Entrepreneurship	
EVM 3408	Accounting For Entrepreneurs	
EVM 3413	Design Thinking	
EVM 3421	Intellectual Property Issues for Startup Businesses	
EVM 3422	Startup Legal Issues	
EVM 3428	Developing a WordPress Website	
EVM 3437	The Art of Branding: Design Tactics for Entrepreneurs	
EVM 3439	Social Entrepreneurship	
EVM 3440	How to Effectively Negotiate in Business	
EVM 3441	How To Create A Business Startup Budget & Forecast	
EVM 3445	Life Design for Entrepreneurs	
EVM 3446	Entrepreneurship in the Arts	
EVM 3447	Produce Professional Videos with Your Phone	
EVM 3448	Navigating the Gig Economy: Turn Your Passion into Profit	
MUAC 2052	Musicology: Medieval And Renaissance Music	3
MUAC 2053	Musicology: Baroque Music	3

MUAC 2054	Musicology: Classical Music	3
MUAC 2055	Musicology: Romantic Music	3
MUAC 2056	Musicology: Modern Music	3
MUAC 2057	Musicology: Introduction to World Musics	3
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	3
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	3
Music Theory/Aural Skills Electives (Classical-emphasis students only)		4

<sup>1</sup> **Theory/Aural Skills sequence:** Jazz-emphasis students may substitute MUAC 1013 Jazz Theory and Aural Skills, MUAC 1014 Jazz Theory and Aural Skills, and MUAC 1015 Jazz Theory and Aural Skills for the first-year theory sequence (MUAC 1001-1003 Music Theory I and MUAC 1020-1022 Aural Skills I) and three terms of MUAC 3870 Jazz Improvisation & Composition for the sophomore theory sequence (MUAC 2004-2005 Music Theory II, MUAC 2020-2022 Aural Skills II, and 4 credits of Music Theory/Aural Skills Electives).

<sup>2</sup> All students complete MUAC 2051 Foundations of Musicology plus five other MUAC 2000-level Musicology Survey courses.

## Bachelor of Arts: Music Studies

Bachelor of Arts (p. 92) (183 credits, 45 in music)

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 MUAC 1000 <sup>1</sup>		4 MUAC 1211	4
MUAC 1012		4 WRIT 1122		4 WRIT 1133	4
SI Natural or Language Sequence		4 SI Natural or Language Sequence		4 SI Natural or Language Sequence	4
		Secondary Major/Minor Course		4 Secondary Major/Minor Course	4
		<b>12</b>			<b>16</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
MUAC 2051		3 MUAC 3212 or 3092		4 MUAC 2000-level Musicology Survey	3
SI Natural or Language Sequence		4 SI Natural or Language Sequence		4 SI Natural or Language Sequence	4
Common Curriculum		4 Common Curriculum		4 Common Curriculum	4
Secondary Major/Minor Course		4 Secondary Major/Minor Course		4 Secondary Major/Minor Course	4
		<b>15</b>			<b>16</b>

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
AI Natural		4 Secondary Major/Minor Course		4 INTZ 2501	1-2
Secondary Major/Minor Course		4 Secondary Major/Minor Course		4 Secondary Major/Minor Course	4
Secondary Major/Minor Course		4 Secondary Major/Minor Course		4 Secondary Major/Minor Course	4
MUAC 3000-level course		4 MUAC 2000-level Musicology Survey		3 MUAC, MUEN, or MUPR 2000/3000-level course	4
		<b>16</b>			<b>15</b>

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
Secondary Major/Minor Course		4 MUEN 3000-level Ensemble		1 Capstone in Music Studies	4
Secondary Major/Minor Course		4 MUAC, MUEN, or MUPR 2000/3000-level course		4 Advanced Seminar	4
Secondary Major/Minor Course		4 Secondary Major/Minor Course		4 MUEN 3000-level Ensemble	1
Secondary Major/Minor Course		4 Secondary Major/Minor Course		4 MUAC, MUEN, or MUPR 2000/3000-level course	4
MUEN 3000-level Ensemble		1 Secondary Major/Minor Course		4 Secondary Major/Minor Course	4
		<b>17</b>			<b>17</b>

Total Credits: 185-186

### Options to Fill Credit Load Each Term

<b>22 credits of required elective courses:</b>	<b>22</b>
MUAC 2000-level Musicology Survey	
MUAC 3000-level course	
MUEN 3000-level Ensembles <sup>2</sup>	
MUAC, MUEN, or MUPR 2000/3000-level courses <sup>3</sup>	

Total Credits

**22**

- <sup>1</sup> Students with prior musical training may take 4 credits of music theory and aural skills by placement instead of Fundamentals of Music Theory.
- <sup>2</sup> Some ensembles require an audition.
- <sup>3</sup> The following 1000-level MUAC courses may also be applied to these 12 credits: MUAC 1001, 1002, or 1003 (Music Theory I), MUAC 1013, 1014, or 1015 (Jazz Theory and Aural Skills), and MUAC 1020, 1021, or 1022 (Aural Skills I). MUPR courses require instructor approval and may require an audition. Elective credits in music-focused MFJS or EPDX also accepted- pending the approval of the program director.

## Bachelor of Music: Composition

Bachelor of Music (p. 94) (194 credits, 132 in music)

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 MUAC 1002		2 MUAC 1003	2
MUAC 1001	2	MUAC 1021		2 MUAC 1022	2
MUAC 1020	2	MUAC 3124		1 MUAC 3124	1
MUAC 3124	1	MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble	1	MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons	4
MUPR 2XXX Applied Lessons	4	WRIT 1122		4 WRIT 1133	4
MUAC 1161	4	MUAC 1162		4 MUAC 1163	4
		<b>18</b>		<b>18</b>	<b>18</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
MUAC 2004		2 MUAC 2005		2 Music Theory Variation	4
MUAC 2020	2	MUAC 2021		2 MUAC 2053, 2056, or 2059 <sup>1</sup>	3
MUAC 2051	3	MUAC 2052, 2055, 2057, or 2058 <sup>1</sup>		3 MUAC 3124	1
MUAC 3124	1	MUAC 3124		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble		1 MUPR 2XXX Applied Lessons	4
MUPR 2XXX Applied Lessons	4	MUPR 2XXX Applied Lessons		4 INTZ 2501	1-2
SI Natural or Language Sequence	4	SI Natural or Language Sequence		4	
		<b>17</b>		<b>17</b>	<b>14-15</b>

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
MUAC 2054 <sup>1</sup>	3	MUAC 2052, 2055, 2057, or 2058 <sup>1</sup>		3 MUAC 2053, 2056, or 2059 <sup>1</sup>	3
MUAC 3124	1	MUAC 3124		1 MUAC 3124	1
MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUPR 2XXX Applied Lessons	4	MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons	4
Common Curriculum	4	Common Curriculum		4 Common Curriculum	4
		Elective Course		4 Elective Course	4
		<b>13</b>		<b>17</b>	<b>17</b>

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
MUAC 3124	1	MUAC 3124		1 MUAC 3124	1
MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUPR 2XXX Applied Lessons	4	MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons	4
Common Curriculum	4	Elective Course		4 Advanced Seminar	4
Elective Course	4	Music Entrepreneurship and Community Engagement		4 Elective Course	4
MUAC 1920	2				
		<b>16</b>		<b>14</b>	<b>14</b>

Total Credits: 193-194

## Options to Fill Credit Load Each Term

MUAC 1161	Theory at the Keyboard I	4
MUAC 1162	Theory at the Keyboard II	4
MUAC 1163 or MUAC 1190	Theory at the Keyboard III Jazz at the Keyboard	4
Music Entrepreneurship and Community Engagement		4
MUAC 1211	Music Technology	
MUAC 3092	The Business Side of Music	
MUAC 3212	Digital Music Creation	

MUAC 3844	The Artist Entrepreneur	
MUAC 2061	Sound Synthesis and Electronic Music Production	
MUAC 2062	Audio Engineering and Production I	
MUAC 2063	Computer Music: Programming, Performance, and Production	
EVM 1100	Introduction to Entrepreneurship	
EVM 2100	Social Entrepreneurship "do well by doing good"	
EVM 3402	Creating Your Digital Presence	
EVM 3403	Ethics in Entrepreneurship	
EVM 3408	Accounting For Entrepreneurs	
EVM 3413	Design Thinking	
EVM 3421	Intellectual Property Issues for Startup Businesses	
EVM 3422	Startup Legal Issues	
EVM 3428	Developing a WordPress Website	
EVM 3437	The Art of Branding: Design Tactics for Entrepreneurs	
EVM 3439	Social Entrepreneurship	
EVM 3440	How to Effectively Negotiate in Business	
EVM 3441	How To Create A Business Startup Budget & Forecast	
EVM 3445	Life Design for Entrepreneurs	
EVM 3446	Entrepreneurship in the Arts	
EVM 3447	Produce Professional Videos with Your Phone	
EVM 3448	Navigating the Gig Economy: Turn Your Passion into Profit	
MUAC 1920	Basic Conducting	2
MUAC 2052	Musicology: Medieval And Renaissance Music	3
MUAC 2053	Musicology: Baroque Music	3
MUAC 2054	Musicology: Classical Music	3
MUAC 2055	Musicology: Romantic Music	3
MUAC 2056	Musicology: Modern Music	3
MUAC 2057	Musicology: Introduction to World Musics	3
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	3
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	3
Music Theory/Aural Skills Electives		4
Area Requirements (Junior and senior year)		12

<sup>1</sup> All students complete MUAC 2051 Foundations of Musicology plus five other MUAC 2000-level Musicology Survey courses.

## Bachelor of Music: Jazz Studies and Commercial Music

Bachelor of Music (p. 94) (194 credits, 132 in music)

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 MUAC 1014		4 MUAC 1015	4
MUAC 1013		4 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons	4
MUPR 2XXX Applied Lessons		4 WRIT 1122		4 WRIT 1133	4
MUAC 1161		4 MUAC 1162		4 MUAC 1163	4
		<b>18</b>		<b>18</b>	<b>18</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
MUAC 2051		3 MUAC 2052, 2055, 2057, or 2058 <sup>1</sup>		3 MUAC 2053, 2056, or 2059 <sup>1</sup>	3
MUAC 3870		4 MUAC 3870		4 MUAC 3870	4
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons	4



SI Natural or Language Sequence	4 SI Natural or Language Sequence	4 INTZ 2501	1-2
	17	17	14-15
<b>Third Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
MUAC 2054 <sup>1</sup>	3	MUAC 2052, 2055, 2057, or 2058 <sup>1</sup>	3
MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble	1
MUPR 2XXX Applied Lessons	4	MUPR 2XXX Applied Lessons	4
Common Curriculum	4	Common Curriculum	4
MUAC 1920	2	Elective Course	4
	15	17	17
<b>Fourth Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble	1	MUEN 3XXX Ensemble	1
MUPR 2XXX Applied Lessons	4	MUPR 2XXX Applied Lessons	4
Common Curriculum	4	Music Entrepreneurship and Community Engagement	4
Elective Course	4	Elective Course	4
	14	14	14

Total Credits: 193-194

### Options to Fill Credit Load Each Term

MUAC 1161	Theory at the Keyboard I	4
MUAC 1162	Theory at the Keyboard II	4
MUAC 1163 or MUAC 1190	Theory at the Keyboard III Jazz at the Keyboard	4
Music Entrepreneurship and Community Engagement		
MUAC 1211	Music Technology	
MUAC 3092	The Business Side of Music	
MUAC 3212	Digital Music Creation	
MUAC 3844	The Artist Entrepreneur	
MUAC 2061	Sound Synthesis and Electronic Music Production	
MUAC 2062	Audio Engineering and Production I	
MUAC 2063	Computer Music: Programming, Performance, and Production	
EVM 1100	Introduction to Entrepreneurship	
EVM 2100	Social Entrepreneurship "do well by doing good"	
EVM 3402	Creating Your Digital Presence	
EVM 3403	Ethics in Entrepreneurship	
EVM 3408	Accounting For Entrepreneurs	
EVM 3413	Design Thinking	
EVM 3421	Intellectual Property Issues for Startup Businesses	
EVM 3422	Startup Legal Issues	
EVM 3428	Developing a WordPress Website	
EVM 3437	The Art of Branding: Design Tactics for Entrepreneurs	
MUAC 3439	Teaching Note Reading	
EVM 3440	How to Effectively Negotiate in Business	
EVM 3441	How To Create A Business Startup Budget & Forecast	
EVM 3445	Life Design for Entrepreneurs	
EVM 3446	Entrepreneurship in the Arts	
EVM 3447	Produce Professional Videos with Your Phone	
EVM 3448	Navigating the Gig Economy: Turn Your Passion into Profit	
MUAC 1920	Basic Conducting	2
MUAC 2052	Musicology: Medieval And Renaissance Music	3
MUAC 2053	Musicology: Baroque Music	3
MUAC 2054	Musicology: Classical Music	3

MUAC 2055	Musicology: Romantic Music	3
MUAC 2056	Musicology: Modern Music	3
MUAC 2057	Musicology: Introduction to World Musics	3
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	3
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	3
Area Requirements (Junior and senior year)		12

<sup>1</sup> All students complete MUAC 2051 Foundations of Musicology, MUAC 2058 Jazz and Commercial Music History and Repertoire I (1900-1955), MUAC 2059 Jazz and Commercial Music History and Repertoire II (1955-Present), and three other MUAC 2000-level Musicology Survey courses.

## Bachelor of Music: Performance

Bachelor of Music (p. 94) (194 credits, 132 in music)

\*course plan varies per instrument\*

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 MUAC 1002		2 MUAC 1003	2
MUAC 1001		2 MUAC 1021		2 MUAC 1022	2
MUAC 1020		2 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons	4
MUPR 2XXX Applied Lessons		4 WRIT 1122		4 WRIT 1133	4
MUAC 1161		4 MUAC 1162		4 MUAC 1163	4
		<b>18</b>			<b>18</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
MUAC 2004		2 MUAC 2005		2 Music Theory Variation	4
MUAC 2020		2 MUAC 2021		2 MUAC 2053, 2056, or 2059 <sup>1</sup>	3
MUAC 2051		3 MUAC 2052, 2055, 2057, or 2058 <sup>1</sup>		3 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUPR 2XXX Applied Lessons	4
MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons		4 INTZ 2501	1-2
SI Natural or Language Sequence		4 SI Natural or Language Sequence		4	
		<b>17</b>			<b>14-15</b>

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
MUAC 2054 <sup>1</sup>		3 MUAC 2052, 2055, 2057, or 2058 <sup>1</sup>		3 MUAC 2053, 2056, or 2059 <sup>1</sup>	3
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons	4
Common Curriculum		4 Common Curriculum		4 Common Curriculum	4
		Area Requirement- if offered			Area Requirement- if offered
		<b>13</b>			<b>13</b>

### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons	4
Common Curriculum		4 Music Entrepreneurship and Community Engagement		4 Advanced Seminar	4
MUAC 1920		2 Elective Course		4 Elective Course	4
		Area Requirement- if offered			Area Requirement- if offered
		<b>12</b>			<b>14</b>

Total Credits: 181-182

## Options to Fill Credit Load Each Term

MUAC 1161	Theory at the Keyboard I	4
MUAC 1162	Theory at the Keyboard II	4

MUAC 1163 or MUAC 1190	Theory at the Keyboard III Jazz at the Keyboard	4
Music Entrepreneurship and Community Engagement		4
MUAC 1211	Music Technology	
MUAC 3092	The Business Side of Music	
MUAC 3212	Digital Music Creation	
MUAC 3844	The Artist Entrepreneur	
MUAC 2061	Sound Synthesis and Electronic Music Production	
MUAC 2062	Audio Engineering and Production I	
MUAC 2063	Computer Music: Programming, Performance, and Production	
EVM 1100	Introduction to Entrepreneurship	
EVM 2100	Social Entrepreneurship "do well by doing good"	
EVM 3402	Creating Your Digital Presence	
EVM 3403	Ethics in Entrepreneurship	
EVM 3408	Accounting For Entrepreneurs	
EVM 3413	Design Thinking	
EVM 3421	Intellectual Property Issues for Startup Businesses	
EVM 3422	Startup Legal Issues	
EVM 3428	Developing a WordPress Website	
EVM 3437	The Art of Branding: Design Tactics for Entrepreneurs	
EVM 3439	Social Entrepreneurship	
EVM 3440	How to Effectively Negotiate in Business	
EVM 3441	How To Create A Business Startup Budget & Forecast	
EVM 3445	Life Design for Entrepreneurs	
EVM 3446	Entrepreneurship in the Arts	
EVM 3447	Produce Professional Videos with Your Phone	
EVM 3448	Navigating the Gig Economy: Turn Your Passion into Profit	
MUAC 1920	Basic Conducting	2
MUAC 2052	Musicology: Medieval And Renaissance Music	3
MUAC 2053	Musicology: Baroque Music	3
MUAC 2054	Musicology: Classical Music	3
MUAC 2055	Musicology: Romantic Music	3
MUAC 2056	Musicology: Modern Music	3
MUAC 2057	Musicology: Introduction to World Musics	3
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	3
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	3
Music Theory/Aural Skills Electives		4
Area Requirements (Junior and senior year)		12

<sup>1</sup> All students complete MUAC 2051 Foundations of Musicology plus five other MUAC 2000-level Musicology Survey courses.

## Bachelor of Music: Recording and Production

Bachelor of Music (p. 94) (194 credits, 132 in music)

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 MUAC 1002 <sup>1</sup>		2 MUAC 1003 <sup>1</sup>	2
MUAC 1001 <sup>1</sup>		2 MUAC 1021 <sup>1</sup>		2 MUAC 1022 <sup>1</sup>	2
MUAC 1020 <sup>1</sup>		2 MUAC 2067		1 MUAC 2067	1
MUAC 2067		1 MUEN 3XXX Ensemble		1 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble		1 MUPR 2XXX Applied Lessons		4 MUPR 2XXX Applied Lessons	4
MUPR 2XXX Applied Lessons		4 WRIT 1122		4 WRIT 1133	4

MUAC 1161	4 MUAC 1162	4 MUAC 1163	4
	<b>18</b>	<b>18</b>	<b>18</b>
<b>Second Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
MUAC 2004 <sup>1</sup>	2 MUAC 2005 <sup>1</sup>	2 Music Theory Variation	4
MUAC 2020 <sup>1</sup>	2 MUAC 2021 <sup>1</sup>	2 MUAC 2053, 2056, or 2059 <sup>2</sup>	3
MUAC 2051	3 MUAC 2052, 2055, 2057, or 2058 <sup>2</sup>	3 MUAC 3058	4
MUAC 3061	4 MUAC 3059	4 MUEN 3XXX Ensemble	1
MUEN 3XXX Ensemble	1 MUEN 3XXX Ensemble	1 MUPR 2XXX Applied Lessons	4
MUPR 2XXX Applied Lessons	4 MUPR 2XXX Applied Lessons	4	
	<b>16</b>	<b>16</b>	<b>16</b>
<b>Third Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
MUAC 2054 <sup>2</sup>	3 MUAC 2052, 2055, 2057, or 2058 <sup>2</sup>	3 MUAC 2053, 2056, or 2059 <sup>2</sup>	3
MUAC 3064	4 MUAC 3065	4 MUAC 3066	4
MUEN 3XXX Ensemble	1 MUEN 3XXX Ensemble	1 MUEN 3XXX Ensemble	1
MUPR 2XXX Applied Lessons	4 MUPR 2XXX Applied Lessons	4 MUPR 2XXX Applied Lessons	4
SI Natural or Language Sequence	4 SI Natural or Language Sequence	4 Elective Course	4
	<b>16</b>	<b>16</b>	<b>16</b>
<b>Fourth Year</b>			
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>
MUAC 2067	3 MUAC 2067	3 MUAC 2067	3
MUEN 3XXX Ensemble	3 MUEN 3XXX Ensemble	1 MUEN 3XXX Ensemble	1
Common Curriculum	4 MUAC 1920	2 Advanced Seminar	4
Common Curriculum	4 Common Curriculum	4 Common Curriculum	4
	Elective Course	4 Elective Course	4
	<b>14</b>	<b>14</b>	<b>16</b>

Total Credits: 194

## Options to Fill Credit Load Each Term

MUAC 1161	Theory at the Keyboard I	4
MUAC 1162	Theory at the Keyboard II	4
MUAC 1163 or MUAC 1190	Theory at the Keyboard III Jazz at the Keyboard	4
MUAC 2052	Musicology: Medieval And Renaissance Music	3
MUAC 2053	Musicology: Baroque Music	3
MUAC 2054	Musicology: Classical Music	3
MUAC 2055	Musicology: Romantic Music	3
MUAC 2056	Musicology: Modern Music	3
MUAC 2057	Musicology: Introduction to World Musics	3
MUAC 2058	Jazz and Commercial Music History and Repertoire I (1900-1955)	3
MUAC 2059	Jazz and Commercial Music History and Repertoire II (1955-Present)	3
Music Theory/Aural Skills Electives (Classical-emphasis students only)		4

<sup>1</sup> **Theory/Aural Skills sequence:** Jazz-emphasis students may substitute MUAC 1013 Jazz Theory and Aural Skills, MUAC 1014 Jazz Theory and Aural Skills, and MUAC 1015 Jazz Theory and Aural Skills for the first-year theory sequence (MUAC 1001-1003 Music Theory I and MUAC 1020-1022 Aural Skills I) and three terms of MUAC 3870 Jazz Improvisation & Composition for the sophomore theory sequence (MUAC 2004-2005 Music Theory II, MUAC 2020-2022 Aural Skills II, and 4 credits of Music Theory/Aural Skills Electives).

<sup>2</sup> All students complete MUAC 2051 Foundations of Musicology plus five other MUAC 2000-level Musicology Survey courses.

## Music: Academic Classes (MUAC)

### MUAC 1000 Fundamentals of Music Theory (4 Credits)

Meant for students with little to no experience with music notation, Fundamentals of Music Theory introduces pitch, rhythm, scales, chords, and other elements of Western notation. Students will develop facility in reading and hearing music, as well as an understanding of the syntax of tonal music, ranging from the music of Mozart to film music to Miles Davis. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1001 Music Theory I (2 Credits)**

The Fall quarter of Theory I covers fundamentals (key signatures, triads, seventh chords rhythm and meter, etc.) and first-species counterpoint, in both creative and analytic contexts. Although some entering students may be familiar with these concepts, the course emphasizes speed and mastery.

**MUAC 1002 Music Theory I (2 Credits)**

The Winter quarter of Theory I introduces basic voice-leading and analytic techniques, emphasizing syntax and grammar of music so that students can begin to write their own music. Second species counterpoint is also covered.

**MUAC 1003 Music Theory I (2 Credits)**

The Spring quarter continues the study of voice-leading and musical progression, building part-writing skill and analytic accuracy. The final project in this course is the composition and performance of a theme and variations set.

**MUAC 1012 Music, Society, and Culture (4 Credits)**

This course introduces students to the music of a variety of world areas. For each unit, students examine a diverse array of genres, analyzing music's relationship to religious life, aesthetics, politics, social organization, and identity. We also discuss the impact of globalization, transnationalism and immigration on the shaping and transformation of musical practice and meaning in each region. Reading materials, listening assignments, and discussion topics are supplemented by in-class performance workshops, designed to give students firsthand experience in non-Western performance traditions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1013 Jazz Theory and Aural Skills (4 Credits)**

The foundational study of jazz theory and aural skills. Must be a BM student with a major in Jazz Studies or Commercial Music.

**MUAC 1014 Jazz Theory and Aural Skills (4 Credits)**

The foundational study of jazz theory and aural skills.

**MUAC 1015 Jazz Theory and Aural Skills (4 Credits)**

The foundational study of jazz theory and aural skills.

**MUAC 1016 History of Jazz (4 Credits)**

This course examines the short history of jazz and all its sub-styles (swing, bop, cool, etc.) from its roots to the early eighties. Students have access to the entire course online, including all the fantastic listening. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course.

**MUAC 1017 History of Rock and Roll (4 Credits)**

The "birth of rock" occurred in the mid 1950's as a result of the convergence of pop, country and western, and rhythm and blues. This course traces that evolution by way of examining a broad picture of the general flow of those styles and their artists. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course.

**MUAC 1018 Understanding Music (4 Credits)**

In this course, students acquire a greater appreciation of musical history, context, composers, and genres. Through listening activities, texts, movies, and live concerts, students become educated listeners, able to describe intelligently musical experiences using appropriate vocabulary. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course.

**MUAC 1019 American Popular Music (4 Credits)**

American Popular Music combines the study of social and cultural history on the one hand with the analytical study of music styles on the other. Basically, it serves as an introduction to the wealth of American popular music from minstrelsy to hip hop. This course counts toward the Analytical Inquiry: Society and Culture requirement. This class is not available to music or performance majors.

**MUAC 1020 Aural Skills I (2 Credits)**

Development of aural analysis skills in meter, mode, harmonic function and song forms through solfeggio, singing and dictation.

**MUAC 1021 Aural Skills I (2 Credits)**

Development of aural analysis skills in meter, mode, harmonic function and song forms through solfeggio, singing and dictation.

**MUAC 1022 Aural Skills I (2 Credits)**

Development of aural analysis in meter, mode, harmonic function and song forms through solfeggio, singing and dictation.

**MUAC 1023 Mathematics in Music after 1970 (4 Credits)**

This course examines the interaction of mathematics and music composition since 1970, an interaction that has grown more vibrant with the advent of electronic music and modern computation. In this course, we will use mathematical concepts and methods to address basic questions about music, mathematics, and musical works. The questions include, (a) how do pieces by contemporary composers reflect an affinity for mathematical concepts?, (b) are the intervals preferred by cultures as diverse as ancient Greece and the contemporary Levant inherently beautiful?, (c) what is the relationship between complexity and chance on the listening experience?, and several others. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1024 Black Sacred Music: A Survey (4 Credits)**

This course is an experiential exploration of the spirituality of African-American sacred song. Participants will sing, consider the history of the music and explore their own connection to the songs, as well as the inspiration and challenge these songs may offer to present and future communities. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course and thus it will not fulfill AI: Society requirements for music majors.

**MUAC 1025 Hip-Hop and Rap Music (4 Credits)**

From its origins in dance parties in the Bronx in the late 1970s to its identification as the soundtrack of social movements around the globe, rap music has become perhaps the most prominent genre of popular music. This course, primarily, analyzes the musical features of rap music as a specific manifestation of the wider aesthetic of hip-hop. To set the stage for later musical analysis, the course includes brief introductions to technologies of hip-hop (e.g., sampling, drum machines, Autotune, streaming, etc.), earlier Afro-diasporic expressive forms and aesthetics (e.g., the dozens, toasts, double-dutch, etc.), and rap music's relation with gender, race, identity, and politics. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1026 American Musical Mavericks (4 Credits)**

This course examines music history in the United States through the figure of the "maverick," a rugged individualist who operates outside the mainstream of society. Using Michael Broyles's *Mavericks and Other Traditions in American Music* as a primary textbook, this course surveys American music from the 18th to the 21st centuries, introducing students to a variety of musical traditions, pieces, composers, performers, and artistic strategies. Central themes include: the impact of Puritanism on U.S. arts and culture, the dilemma of art music in a democratic society, and the struggle to develop a uniquely American musical voice in a nation of immigrants. Assignments are designed to promote achievement of the Analytical Inquiry: Society and Culture learning outcomes of the Common Curriculum: Apply the methods or techniques appropriate to disciplines in the arts or humanities in order to interpret texts, ideas or artifacts, or engage in creative activity (performance, composition, etc.). Analyze the relationship between texts, ideas, or creative works and a broader context (intellectual, political, artistic, etc.) in ways appropriate to disciplines in the arts or humanities. No prior musical experience is required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1027 Global Pop (4 Credits)**

This survey of global pop explores musical thought and processes through an examination of the development of "world music" and "world beat," including its meaning and importance to contemporary culture as well as its history and impact. Intended to provide students with a basic understanding of the international popular music scene from its explosion at the close of the 20th century through the present day, this course questions the meaning and importance of this trend in contemporary culture. It explores the complex relationships of music and mass media while addressing themes of nationalism, popular resistance and subversion, censorship, transnational identity, gender representation, and cultural hegemony. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1028 Hearing the Movies (4 Credits)**

Although we usually say that we watch movies, we might more accurately say that we "see-hear" or "audioview" them. Film sound tracks feature speech, sound effects, and music that fulfill practical storytelling roles, and that combine with imagery and narrative to create powerful emotional resonance in viewers. This interdisciplinary course explores the sonic elements of film history from 1895 to the present. Course activities include weekly film viewings and reading assignments set against lecture/discussions offering a topical survey of developments in film sound as both a technical practice and an art. Graded assignments include weekly online responses, a film introduction, a midterm exam, and a final project in which each student will re-score a film clip and compose an essay reflecting on that process. Assignments are designed to promote achievement of the Analytical Inquiry: Society and Culture learning outcomes of the Common Curriculum: • Apply the methods or techniques appropriate to disciplines in the arts or humanities in order to interpret texts, ideas or artifacts, or engage in creative activity. • Analyze the relationship between texts, ideas, or creative works and a broader context in ways appropriate to disciplines in the arts or humanities. No prior formal experience in music or film studies is required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1029 Methods of Mastery (4 Credits)**

Musicians, athletes, artists, software engineers, actors, financial managers, dancers, writers, mathematicians, scientists, game designers, and even social media influencers spend their days in radically different ways, but top performers share habits and approaches that contribute to success. "Methods for Mastery" offers students an opportunity to explore the habits and mindsets of great achievers in different disciplines, ranging from classical music to creative writing to sports, finance, and more. What do writer Isabel Allende, dancer Twyla Tharp, soccer star Cristiano Ronaldo, Apple inventor Steve Jobs, cellist Yo-Yo Ma, and the artist formerly known as Prince have in common? What is required to do life-changing work? Inspiration or Perspiration? The Seven Habits of Highly Effective People? Can everyone be a virtuoso, genius, or prodigy? Through shared assignments, the class will discuss performances and research in four different areas: "Practice and Work Habits"; "Mindfulness Techniques"; "Performance Anxiety, Stage Fright, and other Mental Blocks"; and "Flow". Videos, podcasts, live performances, trade paperbacks, websites, and academic research will inform our understanding of these topics. In addition, each student will develop two personal projects—one on cultural attitudes towards mastery, and one on a specific technique for creating better work routines, overcoming stage fright, or maintaining focus. Students from different disciplines will share their ideas with peers. Throughout, each class member will keep a daily journal, culminating in a final reflection that charts progress over the quarter. By the end of the quarter, students will integrate their research with new skills and greater awareness of their own path towards achievement. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1031 Study Abroad Perf. Attendance (0 Credits)**

Fulfills concert attendance requirement for music majors in the Study Abroad program.

**MUAC 1161 Theory at the Keyboard I (4 Credits)**

This course is the first of a year-long sequence of MUAC 1161-1163 Theory at the Keyboard I-III. The purpose of the class is for students to develop and apply theoretical concepts through piano playing. Each quarter, students will play chords, scales, intervals, and analyze short pieces on a regular basis. By the end of the year, students will be able to sight-read, transpose, harmonize a melody, and improvise at the piano. Students will also gain experience in using the piano as a tool for composition and arranging. Successful completion of MUAC 1163 Theory at the Keyboard III can satisfy piano proficiency requirements for undergraduate Music majors.



**MUAC 1162 Theory at the Keyboard II (4 Credits)**

This course is the second of a year-long sequence of MUAC 1161-1163 Theory at the Keyboard I-III. The purpose of the class is for students to develop and apply theoretical concepts through piano playing. Each quarter, students will play chords, scales, intervals, and analyze short pieces on a regular basis. By the end of the year, students will be able to sight-read, transpose, harmonize a melody, and improvise at the piano. Students will also gain experience in using the piano as a tool for composition and arranging. Successful completion of MUAC 1163 Theory at the Keyboard III can satisfy piano proficiency requirements for undergraduate Music majors.

**MUAC 1163 Theory at the Keyboard III (4 Credits)**

This course is the third of a year-long sequence of MUAC 1161-1163 Theory at the Keyboard I-III. The purpose of the class is for students to develop and apply theoretical concepts through piano playing. Each quarter, students will play chords, scales, intervals, and analyze short pieces on a regular basis. By the end of the year, students will be able to sight-read, transpose, harmonize a melody, and improvise at the piano. Students will also gain experience in using the piano as a tool for composition and arranging. Successful completion of MUAC 1163 Theory at the Keyboard III can satisfy piano proficiency requirements for undergraduate Music majors.

**MUAC 1189 Jazz Performance Techniques (2 Credits)**

Individual study of Jazz performance techniques in a directed study environment.

**MUAC 1190 Jazz at the Keyboard (4 Credits)****MUAC 1211 Music Technology (4 Credits)**

This course is a one quarter survey exploring inventive ways today's musician/creative can incorporate technology as competitive advantage in their future careers. Musicians must be aware that emerging and disruptive technologies are moving faster than they can be assimilated. This course accelerates student functionality by providing a practical and hands-on approach to web-based professional resources, notation software, MIDI sequencing and electronic instruments, digital audio and video applications, and the laptop as a performance instrument. The course spends significant time on professional development including the design of web based promotional materials. Although tailored for music majors, this course is open to, and often taken by, non-majors.

**MUAC 1920 Basic Conducting (2 Credits)**

Introduction to techniques of conducting; a basis and prerequisite for specialized courses in choral, orchestral, and wind conducting. Prerequisites: MUAC 1001, MUAC 1002, MUAC 1003, MUAC 1020, MUAC 1021, and MUAC 1022.

**MUAC 1988 Study Abroad Resident Credit (0-18 Credits)****MUAC 2004 Music Theory II (2 Credits)**

The Fall quarter of Theory II reviews common musical progressions and places them in the context of phrase structures such as the period and the sentence.

**MUAC 2005 Music Theory II (2 Credits)**

The Winter quarter of Theory II introduces tonicization, modulation, and other chromatic techniques and applies these topics to binary forms and art song.

**MUAC 2006 Music Theory II (2 Credits)**

The Spring quarter of Theory II adds additional chromatic harmonies (e.g., Neapolitan triad) and examines complete movement forms, including ternary, rondo, and sonata forms.

**MUAC 2020 Aural Skills II (2 Credits)**

Dictation and sight singing of melodic, harmonic and contrapuntal examples from common practice period.

**MUAC 2021 Aural Skills II (2 Credits)**

Dictation and sight singing of melodic, harmonic and contrapuntal examples from common practice period.

**MUAC 2022 Aural Skills II (2 Credits)**

Dictation and sight singing of melodic, harmonic and contrapuntal examples from common practice period.

**MUAC 2051 Musicology: Foundations of Musicology (3 Credits)**

This course introduces students to "doing musicology." The theme is "beyond the boundaries": music is rarely neat and tidy; it defies the stereotypes, and it spills over its borders. To highlight this perspective, we focus on pieces that bring to the surface contemporary American society's code words for going beyond the boundaries: sex, drugs, and rock 'n' roll. Students develop two skills: articulating what they are hearing and connecting different approaches to understanding music (including musical style, musical structure, history, context, reception, historiography, performance practice, and music in and as culture). The course provides a rigorous background for all the following quarters of musicology coursework, which may include Western art music from the medieval period through the present, jazz and commercial music, and music from other cultures around the world. Prerequisite for music majors: MUAC 1002 or MUAC 1014.

**MUAC 2052 Musicology: Medieval And Renaissance Music (3 Credits)**

Through the study of selected vocal and instrumental works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 800 to c. 1600. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2053 Musicology: Baroque Music (3 Credits)**

Through the study of selected vocal, instrumental and operatic works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1600 to c. 1750. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2054 Musicology: Classical Music (3 Credits)**

Through the study of selected vocal, instrumental and operatic works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1750 to c. 1820. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2055 Musicology: Romantic Music (3 Credits)**

Through the study of selected vocal and instrumental works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1830 to c. 1890. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2056 Musicology: Modern Music (3 Credits)**

Through the study of selected vocal and instrumental works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1890 to the present. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2057 Musicology: Introduction to World Musics (3 Credits)**

This course is designed as an introduction to select world music traditions and to ethnomusicology, a discipline many define as the study of music in culture. We focus on three world areas: North India, Brazil, and Senegal. For each of these units, we examine various genres and musical systems and explore music's connection to ritual, belief, aesthetic ideals, politics, and social organization, asking what makes music meaningful for practitioners and audiences. Lectures and discussions are supplemented by regular guest lecture-demonstrations, films and hands-on workshops. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2058 Jazz and Commercial Music History and Repertoire I (1900-1955) (3 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2059 Jazz and Commercial Music History and Repertoire II (1955-Present) (3 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2060 Introduction to Electronic Music/Synthesizer Programming (4 Credits)**

In this class students will learn how to create musical sounds using music synthesizers. Most modern synthesizers, whether hardware or software, are designed after paradigms established by designers of the modular analog synthesizer systems of the late 1960's (Moog, Buchla, et al.). A basic foundation of the physics of sound and electricity will comprise the first module of the course. After that follows an in depth program of training in the creation of sound using a modern modular analog synthesizer (ModCan) as well as free, open source modular synth emulation software (VCV Rack). Students will learn synthesis techniques from a historical perspective including but not limited to subtractive, additive, FM, wavetable, sample based, and granular. Modularity will be emphasized as mastery of this approach makes it possible to quickly learn any existing hardware or software synthesizer. After this class the successful student will be proficient on a wide variety of devices real and virtual, on the DAW of their choice. This proficiency will empower students who record and produce their own music in electro-acoustic, rock, or EDM genres. Class format will be lecture/lab. Students will be expected to conduct independent research and learning and contribute to class discussions. Grading will be based on the quality of your work and the quality contribution to class discussions as evidence of diligence in your independent study.

**MUAC 2061 Sound Synthesis and Electronic Music Production (4 Credits)**

In this course students will learn to create original musical and non-musical sound using virtual as well as analog and digital modular and stand-alone synthesizers. Topics include timbre creation, extensive control of parameters via MIDI plus analog patching, multi-device synchronization, MIDI and analog sequencing as well as recording, mixing, and mastering in stereo and surround in an electronic music production context. The course covers studio production as well as live performance and improvisation techniques. A software platform such as Ableton Live will be used in the class.

**MUAC 2062 Audio Engineering and Production I (4 Credits)**

In this course students will learn the foundational skills necessary to begin producing professional-quality music and sound recordings using industry-standard digital audio workstation (DAW) software. Specific attention will be given to monophonic, stereophonic, and multi-track recording and production techniques for spoken word, sound design, and classical, jazz, and popular music genres. Course content includes in-depth coverage of recording, processing, mixing, and mastering techniques, plus use of microphones, equalization, dynamics processing, effects, and mix automation. Additional topics include an introduction to MIDI (Musical Instrument Digital Interface) and use of virtual instruments and synthesis plugin software for music production. Students will use their own laptop computers but will also have access to on-campus audio production studios.

**MUAC 2063 Computer Music: Programming, Performance, and Production (4 Credits)**

In this course we will explore ways of using the Max/MSP programming environment for music- and multimedia-oriented interactive performance, composition, and improvisation including synthesis and live processing of music, sound, and video. Through learning various programming tools and techniques, students will acquire skills and direction necessary to complete an original final composition or interactive performance project. Generative techniques involving machine learning and AI will be introduced.

**MUAC 2067 Audio Practicum (1-4 Credits)**

Clinical training in audio recording and sound reinforcement for bachelor of music audio production concentration majors.

**MUAC 2068 Songwriting Workshop (2 Credits)**

Songwriting can connect our deepest sense of self to others through the art of emotive expression and the craft of creative communication and collaboration. This course focuses on growth, engagement, and connection through real-life experience, practice, and performance. Included are creative assignments, in-class performances, community performances, and recording and producing an original song in the Lamont School of Music recording studio.

**MUAC 2189 Jazz Performance Techniques (2 Credits)**

Individual study of jazz performance techniques in a directed study environment.

**MUAC 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2251.

**MUAC 2260 Music, Race, and Ethnicity in Latin America (4 Credits)**

In this class, music-culture is a medium to understand how people in Latin America maintain religions, strengthen social relations, and negotiate their racial and ethnic identities in the context of social inequality, racial discrimination, and land disposition. Concepts such as mestizaje, creolization, and "blackness" will be examined in the context of nation formation, the inheritance of colonialism, and the spread of neoliberalism while students will engage critically in readings coming from ethnomusicology, anthropology, ethnic and racial studies, as well as history, and geography. The lectures are multimedia, including visiting performers and speakers. As such, this class is a great introduction to explore music-culture, race, and ethnicity in Latin America. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2413 Vocal Literature Survey I: Italian and English Composers (1 Credit)**

This course is a Vocal Literature Survey of Art Songs in English, Italian, concentrating on the works of composers of the 18th century, the Romantic Era (19th century), and composers of the 20th and 21st centuries.

**MUAC 2414 Vocal Literature Survey II: German and French Composers (1 Credit)**

This course is a Vocal Literature Survey of Art Songs in German and French, concentrating on the works of composers of the 18th century, the Romantic Era (19th century), and composers of the 20th and 21st centuries.

**MUAC 2415 Acting and Movement for the Stage I (2 Credits)**

In this beginning course, students develop a basic understanding of stagecraft, and stage terminology. Various skills that are taught in successive quarters, such as theatre games, body movement, character research, and audition techniques, are introduced at this time. Body movement and specific dance forms used in opera will be discussed as well as monologue and scene work.

**MUAC 2416 Acting and Movement for the Stage II (1 Credit)**

In this continuing course, students develop a more advanced understanding of stagecraft and stage terminology. Various skills that are taught in successive quarters, such as theatre games, body movement, character research, and audition techniques, are introduced at this time. Body movement and specific dance forms used in opera will be discussed as well as monologue and scene work. Prerequisites: Acting and Movement I (MUAC 2415).

**MUAC 2820 Introduction to Piano Pedagogy I (2 Credits)**

Philosophy and psychology of teaching, basic skills in recognition of students' strengths and weaknesses, assessing musical and technical abilities, problem solving; in-class opportunities to teach followed by critical analysis; related readings, projects. Required for piano pedagogy majors.

**MUAC 2821 Introduction to Piano Pedagogy II (2 Credits)**

Philosophy and psychology of teaching, basic skills in recognition of students' strengths and weaknesses, assessing musical and technical abilities, problem solving; in-class opportunities to teach followed by critical analysis; related readings, projects. Required for piano pedagogy majors.

**MUAC 2940 Choral Conducting (2 Credits)**

Beginning course in choral conducting. Fall quarter only.

**MUAC 2950 Orchestral Conducting (2 Credits)**

Discussions of and exercises in score study, interpretation, and techniques associated with orchestral conducting. Includes practical experience conducting orchestral repertoire. Prerequisite: MUAC 1920 Basic Conducting. Spring quarter only.

**MUAC 2970 Wind Conducting (2 Credits)**

Beginning course in wind conducting. Winter quarter only.

**MUAC 2988 Study Abroad Resident Credit (0-18 Credits)****MUAC 3002 Form and Analysis (4 Credits)**

Analysis of structural elements and stylistic features in solo, chamber and orchestral literature from 1600 to present. Prerequisite: MUAC 2006.

**MUAC 3006 Post-Tonal Theory: Mode/Rhythm (4 Credits)**

Works of Stravinsky, Bartok, Satie, Debussy, and others are studied, employing various transformational theories, diatonic set theory, and 20th-century metric theories. Prerequisite: completion of Music Theory I and Music Theory II sequences.

**MUAC 3007 Post Tonal Theory and Analysis: Set Theory and Serialism (4 Credits)**

This course has two components: (1) A study of selected analytical techniques for post-tonal music, primarily pitch-class set theory and twelve-tone (serial) theory; (2) Analysis of representative works from the twentieth century, focusing on the music from the first half of the century (Schoenberg, Berg, Webern, Stravinsky, and Bartok). Six credits of Theory 2 or permission of instructor required. Cross listed with MUAC 4007.

**MUAC 3008 Modal Counterpoint, Renaissance Vocal Style (4 Credits)**

This course teaches students to compose vocal music in the Renaissance style. After surveying species counterpoint, students learn imitative techniques en route to composing three- and four-voice textured pieces. Cross Listed with MUAC 4008.

**MUAC 3009 Pedagogy of Music Theory (4 Credits)**

Materials, devices, techniques of teaching theory. Students must have successfully completed undergraduate music theory or passed graduate review theory. Cross listed with MUAC 4010.

**MUAC 3014 Music-Theoretical Approaches to Popular Music (4 Credits)**

This course is an environment for engaging with generating music-theory scholarship on popular music. "Popular music" in this context refers to commercially successful music (e.g., hip-hop, rock, pop, country, etc.) as well as the predecessors of those genres (e.g., bluegrass, funk, soul, etc.). The course surveys a scholarly ecosystem that includes both analytical methods designed for older repertoires as well as newer methods that engage popular music's current particularities. These methods explore form, rhythm and meter, timbre, modality, harmony, race & ethnicity, gender & sexuality, interaction & improvisation, music instrument studies, text expression, multimedia, music & technology, philosophical concerns of ontology and groove, and more. The structure of the course is not set by the instructor in advance. Rather, the instructor and individual students will devise a grading contract in the first week that guides the topics in which the students will complete their work. The aim of the work is the further students' scholarly agendas and improve their capacity to read and present secondary scholarship, write and present their own scholarship, transcribe music, and provide feedback to their peers. Cross Listed with MUAC 4014.

**MUAC 3023 Rhythm & Meter in Music (4 Credits)**

Rhythm pertains to experienced or measured durations in music. Meter pertains to the cyclic organization of music's durations. A hegemonic view of meter emerged in music theory and related disciplines in the mid-20th century, one most appropriate to Western classical music and, to a lesser extent, Anglo-American popular music. This view holds that meter "in music" consists of (1) hierarchically arranged beats (2) whose durations are nominally equivalent and (3) whose onsets among coordinated musicians are nominally aligned. This course examines rhythm and meter by interrogating three components of the standard view of the topic. Looking at Western classical music, but also traditional and commercial music from Africa and the African diaspora, we will explore the nature of meter and rhythm in music where durations might not be arranged hierarchically, of equal length, or aligned.

**MUAC 3024 Introduction to Tonal Analysis (4 Credits)**

This course introduces students to various types of musical analysis for tonal music that are more advanced than what is introduced in first- and second-year music theory. Prerequisites: MUAC 2006 and MUAC 2022.

**MUAC 3025 Topics in Analysis: Brahms (4 Credits)**

This course explores a variety of analytical techniques used to understand the compositions of Brahms. We examine works by musicologists and theorists such as Allen Forte, Walter Frisch, Arnold Schoenberg, Carl Schachter, and David Lewin. Issues discussed include developing variations, rhythm, form, and ambiguity in Brahms. We cover a wide range of repertoire, ranging from piano works to choral works to symphonies.

**MUAC 3026 Sonata Form (4 Credits)**

This is a team-taught course on the topic of "sonata form," one of the central musical structures in classical Western art music, from Mozart to Brahms and beyond. The course will feature a dialogue between history, analysis, and performance, reflected in class activities at multiple levels.

**MUAC 3027 Arranging for the Classical Musician (4 Credits)**

Music initially created for one context becomes music for a new context through the art of arranging. How much of your professional life will you spend performing or teaching arrangements? Have you ever thought about writing your own? Is an arrangement automatically less worthwhile, or can it ever surpass the quality of the original? Class sessions will be spent studying arrangements of music by Bach, Björk, Chopin, Michael Jackson, Mahler, et al. as arranged by Brahms, Jacob Collier, Gil Evans, The Piano Guys, Ravel, and others. Students will also receive individual guidance as they plan, write, and perform arrangements of pieces and songs of their choice.

**MUAC 3030 Seminar-Performance Psychology (2 Credits)****MUAC 3058 Audio Production III (4 Credits)**

This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as on-site training at Lamont School of Music performances. This is the second sequence in the audio production concentration.

**MUAC 3059 Audio Production II (4 Credits)**

This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as on-site training at Lamont School of Music performances. This is the first sequence in the audio production concentration.

**MUAC 3060 Extra-Musical Roles of the Music Director (1 Credit)**

Under the supervision and guidance of the director of orchestral studies, students will gain hands-on, actual experience with many of the non-musical tasks that conductors face. These experiences will include managing orchestra personnel, librarian activities, running auditions, and recruiting. Open only to Artist Diploma in orchestral conducting students.

**MUAC 3061 Audio Production I (4 Credits)**

An introduction to analog and digital synthesis, MIDI sequencing, and DAW software.

**MUAC 3064 Audio Production IV (4 Credits)**

This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as on-site training at Lamont School of Music performances. This is the third sequence in the audio production concentration.

**MUAC 3065 Audio Production V (4 Credits)**

This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as onsite training at Lamont School of Music performances. This is the fourth sequence in the audio production concentration.

**MUAC 3066 Audio Production VI (4 Credits)**

This course is an advanced seminar wherein students propose and execute complex, professional level audio production projects toward the goal of establishing a professional audio production portfolio. Students may also incorporate pre-production work in preparation for the audio production concentration senior project. Students serve as engineers and producers at Lamont School of Music recording sessions and live performances.

**MUAC 3089 Model Composition (4 Credits)**

Students in this course deepen their understanding of musical styles and techniques by composing works that imitate major composers before 1900. Music by each student is performed in a final recital. Prerequisite: Tonal Counterpoint, equivalent coursework from another institution, or permission of instructor. Cross listed with MUAC 4090.

**MUAC 3092 The Business Side of Music (4 Credits)**

A personal and clinical approach to developing music business skills and strategies.

**MUAC 3106 The Dynamic Body: Foundations in Movement Methods and Body Awareness Principles (2 Credits)**

An introduction to fundamental body awareness principles in relationship to physical performance skills for vocal performance majors. Methods for heightening kinesthetic awareness will be learned in the form of movement explorations, improvisations, structures, and learned phrases to gain somatic insight into the performer's sense of verticality in all places and dimensions of space. The concepts of the body in motion will be a primary context and focus for the progression of studies or 'études', and for the reflective and analytical processes that include observation, journaling, discussion and peer commentary. Studio activities in solo, partnering, and group work will further the student's knowledge of how to become more responsive, expressive, and communicative when interacting with the surrounding environment and with others. Integrated with the body-mind practice and theoretical study, students will be encouraged to inquire, examine and articulate possible philosophies regarding why the mastery of the performer's physical body requires an essential sense of discipline that is cultivated in the performing arts, and how the somatic practices being investigated can serve his/her performance presence and support one's vocal training and health for the long-term.

**MUAC 3121 Seminar in Music Theory (4 Credits)**

Seminar in Music Theory focuses on special topics chosen by faculty members. Students should expect rigorous course work and a final project or paper. Cross listed with MUAC 4121.

**MUAC 3124 Composition Seminar (1 Credit)**

Composition Seminar focuses on the reading and performance of modern scores by Lamont and recognized composers. Any student composing music or wishing to perform new compositions at Lamont may register and participate. Requirements for composers include the completion, rehearsal and performance of a piece of music at the New Music Ensemble concert each quarter. Non-composers are required to rehearse and perform at the New Music Ensemble concert. Composers enrolled in the ensemble may be required to play compositions submitted as well.

**MUAC 3161 Topics in Modern Opera (4 Credits)**

This course involves the close study of selected twentieth- and twenty-first-century operas, their respective musical styles and their videotaped performances. This study will include such issues as opera and film, opera libretto criticism, and the personal and public politics of the opera.



**MUAC 3165 Music Theater Survey (2 Credits)**

A historical overview of the American Broadway musical, performance technique, audition preparation and repertoire. Must be prepared to sing and perform.

**MUAC 3166 Music Theater Survey II (2 Credits)**

Fundamentals of music theater performance will be addressed through readings of the text, "Acting in Music Theater" by Joe Dee and Rocco dal Vera. Application of these techniques through performance of musical theater literature will be incorporated during the last number of weeks. Additionally, we will highlight prominent composers and their works throughout the quarter.

**MUAC 3212 Digital Music Creation (4 Credits)**

In this course, students will create, produce, and present their own digital music. Using one of the industry's leading digital music creation platforms (such as Ableton Live), students will learn the history of electronic music creation, create their own digital music portfolios, become familiar with relevant copyright issues, and oversee public performances of their music.

**MUAC 3240 Vocal Pedagogy I (1 Credit)**

Psychological and physical aspects of teaching of singing.

**MUAC 3241 Vocal Pedagogy II (1 Credit)**

Psychological and physical aspects of teaching of singing.

**MUAC 3243 Recitative in Opera (2 Credits)**

Working as a professional singer your proficiency with recitative should be high. Though a major part of many operas recitative is still often overlooked as a skill set. Through this course we will explore several different approaches to recitative from various compositional styles and time periods.

**MUAC 3282 Suzuki Violin Seminar II (2 Credits)****MUAC 3283 Suzuki Violin Seminar II (2 Credits)****MUAC 3284 Suzuki Violin Seminar II (2 Credits)****MUAC 3439 Teaching Note Reading (2 Credits)****MUAC 3460 Suzuki Cello Practicum (1 Credit)**

The Suzuki Cello Practicum is designed to give the students enrolled in the Suzuki Seminar classes a forum to practice teaching using the pedagogical points and philosophy covered in the seminar classes. The course will also include some lecture and discussion on developing teaching strategies for effective technical development and communication in lessons.

**MUAC 3463 Suzuki Cello Seminar I (2 Credits)****MUAC 3464 Suzuki Cello Seminar I (2 Credits)****MUAC 3465 Suzuki Cello Seminar I (2 Credits)****MUAC 3466 Suzuki Cello Seminar II (2 Credits)****MUAC 3467 Suzuki Cello Seminar II (2 Credits)****MUAC 3468 Suzuki Cello Seminar II (2 Credits)****MUAC 3470 Suzuki Violin Seminar I (2 Credits)**

Comprehensive study of Suzuki philosophy, repertoire and teaching techniques for violin. Offered fall, winter, and spring quarters. May be repeated for credit.

**MUAC 3471 Suzuki Violin Seminar I (2 Credits)**

Comprehensive study of Suzuki philosophy, repertoire and teaching techniques for violin. Offered fall, winter, and spring quarters. May be repeated for credit.

**MUAC 3472 Suzuki Violin Seminar I (2 Credits)**

Comprehensive study of Suzuki philosophy, repertoire and teaching techniques for violin. Offered fall, winter, and spring quarters. May be repeated for credit.

**MUAC 3477 Suzuki Violin Practicum (1 Credit)**

The Suzuki Violin Practicum is designed to give the students enrolled in the Suzuki Seminar classes a forum to practice teaching using the pedagogical points and teaching philosophy covered in the seminar classes. The course will include some lecture focusing on teaching strategies for effective technical development and effective communication in the lessons. Prerequisite: MUAC 3470.

**MUAC 3492 History of Opera: From Monteverdi to Minimalism and Beyond (4 Credits)**

This seminar course surveys the history of opera from the invention of the genre c. 1600 to the present day. In addition to assigned excerpts, students view three complete operas during the quarter. Primary and secondary source readings supplement the required text and class lectures. Students write a research paper that may examine some aspect of a particular opera or that may compare a particular aspect found in several operas. With the prior consent of the instructor, students may submit an alternative final project, one that combines performance with some form of written work.



**MUAC 3493 Approaches to American Popular Music (4 Credits)**

We explore a number of topics involved in the study of popular music, including tensions between analytical and cultural approaches; issues of race, class, and gender; and constructions of authenticity and personae. Listening and reading are wide-ranging, encompassing diverse styles. The course concludes with individual research projects and presentations on topics students choose and develop.

**MUAC 3494 Music and Belief in World Cultures (4 Credits)**

How does music affect religious experience and how does religion shape musical practice? Why is music vital in some religious rituals and expressly banned in others? If humans use music to create, reflect, and comment upon the worlds they experience and imagine, then the use of music in religious practice is among its most powerful and ephemeral. Students are introduced to a wide range of musical traditions and their relationship to many of the world's religions, including Islam, Judaism, Christianity, Buddhism, Hinduism, Native American belief and the religious practices of Africa and its diaspora. Readings, lectures and discussions are supplemented by guest lecture demonstrations, film/video screenings and hands-on workshops. Prerequisite: Junior or senior standing required; sophomores allowed with instructor approval.

**MUAC 3497 Studying Music in the Field: Theory and Method in Ethnomusicology (4 Credits)**

This course introduces issues that motivate ethnomusicological research and techniques for carrying out fieldwork, the ethnographic method which has largely come to define the discipline. Our primary texts include Bruno Nettl's classic text, *The Study of Ethnomusicology*, and *Shadows in the Field*, a seminal volume of essays discussing ethnomusicological fieldwork. This course also involves hands-on experience in some of the major fieldwork techniques, including field observation and writing fieldnotes, musical transcription and interviewing. This course culminates in a field research project in a Denver musical community determined in consultation with the professor. Note: this course is not open to freshman; sophomores with permission of instructor.

**MUAC 3498 Music, Dance, and Everyday Life in South Asia (4 Credits)**

This course serves as an introduction to a diverse array of performance traditions from the South Asian subcontinent. We examine the significance of music and dance in everyday life, the influence of media technology, and the relationship of performance to issues such as caste, gender, nationalism and globalization. Class discussions are supplemented by guest lectures, hands-on workshops and film screenings. Our study of music outweighs that of dance, and a music background is strongly encouraged. This course is not open to first-year students. Sophomores allowed with instructor approval.

**MUAC 3499 Topics in Musicology (4 Credits)**

This course focuses on particular musicology topics determined by the instructor. Course materials may include primary and secondary source readings, theoretical writings from other disciplines, a variety of listening assignments, film/video screenings, guest lecture demonstrations, and hands-on workshops. Students are expected to participate in class discussions and may be asked to write short response papers and/or to give short oral presentations. The course concludes with individual research projects, presented orally and in written form, on topics chosen and developed in consultation with the instructor. Expectations for graduate students enrolled in the course are commensurate with their training and background as compared to undergraduates enrolled in the course. In some cases, with the prior consent of the instructor, students may choose to combine performance with the final research project. Prerequisite: Junior standing.

**MUAC 3502 Gender & Genre in World Music (4 Credits)**

How are concepts of "maleness," "femaleness" and other gendered categories constructed, maintained, and contested through musical performance? This course examines the issues explored and debated in recent studies of gender relation to music of various cultures including Western art music, popular music, and other world genres. We focus on reading and discussion of ethno-musicological and anthropological ethnographies, musicological studies focusing on gender and theoretical writings from gender and women's studies. Lectures and discussions are supplemented by guest lecture-demonstrations, film/video screenings and hands-on workshops. This course is not open to freshman. Sophomores can register with instructor approval.

**MUAC 3511 Mahler and Musical Culture (4 Credits)**

We explore Gustav Mahler's life, historical context, and music, all in relation to one another. The focus is on recent and important scholarly approaches to this conductor and composer. The course concludes with individual research projects and presentations on topics students choose and develop.

**MUAC 3512 Stories of Music History (4 Credits)****MUAC 3513 Wagner and the Ideology of the Artwork (4 Credits)**

We explore Richard Wagner's music dramas, particularly the Ring operas, as well as theories and ideologies surrounding them. The focus is on recent and important scholarly approaches. The course concludes with individual research projects and presentations on topics students choose and develop.

**MUAC 3515 Introduction to Baroque Performance Practice (2 Credits)**

This class serves to familiarize musicians with the stylistic parameters, aesthetic principles, and performing techniques common in Western art music of the Baroque era (ca. 1600–1750), as well as the historical and cultural context of the period. Students will learn how to apply these performance guidelines to their own interpretation of Baroque music.

**MUAC 3520 Topics in Baroque Music (4 Credits)**

Through the study of selected Baroque instrumental, vocal and operatic works, this seminar course considers various approaches to performance practice issues such as "authenticity," the "historically informed" performance, period instruments, ornamentation, continuo realization, and editing. Facsimile editions and primary and secondary source readings serve as the texts for the course. Students write a research paper that examines some aspect of Baroque music with an emphasis on performance practice. With the prior consent of the instructor, students may submit an alternative final project, one that combines performance with some form of written work.

**MUAC 3521 Topics in World Music (4 Credits)****MUAC 3536 Topics in Hindustani Music (4 Credits)**

This course explores the melodic system (raga) and rhythmic system (tala) of Hindustani music, the classical music of North India. These conceptual frameworks act both as sound structures to be realized in improvised performance and as aesthetic entities manifested in the related traditions of dance, iconography, and film. A major emphasis of this course is developing an understanding of raga and tala as musical structures through intensive listening as well as practical instruction. Accordingly, each class incorporates hands-on music-making through singing, rhythmic exercises, and/or dance. By the end of the term, students will become familiar with several ragas and talas and the stages by which they are developed in performance. A second, equally important objective is to learn to appreciate ragas as aesthetic entities. We analyze their musical characteristics as well as the "extra-musical" characteristics of sentiment (rasa), performance time and/or season and iconographic associations (ragamala painting). Must be at least junior standing or obtain instructor approval.

**MUAC 3537 Crouch, Hawkins, and Smallwood: Three Pioneers in Contemporary Gospel Music (4 Credits)**

Andraé Crouch, Walter Hawkins, and Richard Smallwood have each influenced the course of black gospel music for the last 50 years. Through listening to recordings, watching video performances, score analysis, readings, performance, and improvisation, this course will examine the music of these unique composer/performers and how their contributions have impacted black gospel music. Rather than simply read about and analyze the music, students will play the music of these composers and literally have hands-on experience with the colors and textures of the music that has shaped church music and the gospel music industry for the last five decades.

**MUAC 3538 Psalms, Hymns, and Spiritual Songs: The Music of the African American Worship (4 Credits)**

This course is an experiential exploration of the spirituality of African-American sacred song. Participants will sing, consider the history of the music and explore their own connection to the songs, as well as the inspiration and challenge these songs may offer to present and future communities. Cross listed with MUAC 4537.

**MUAC 3539 Music, Politics, and Policy (4 Credits)**

This course examines the ways in which policies and politics engage with popular, jazz, folk, and classical musics around the world. Students will explore contemporary and historical cases in which governments and NGOs foster, transform, reject, and otherwise use musics to promote their own ideas about local economies, national cultures, diplomacy, democracy, innovation, cultural diversity, and even criminal law. We ask, can music promote peace? Democracy? How? How do governments create local and national music scenes? Which local and national cultures do they promote and protect? To what end? We look at how the Cuban government has embraced rap music as emblematic of the nation's revolutionary ethos; how the United States government used jazz as a diplomatic tool during the Cold War; how NGOs in Israel and Palestine used popular and classical musics to promote peace and understanding; how American courts have used rap music as evidence in criminal cases; and how funding and intellectual property laws impact musical ownership, tradition, innovation, and creativity. Cross listed with MUAC 4539.

**MUAC 3544 Music and Activism (4 Credits)**

In many times and places, people around the world sing, chant, and drum in the streets. Their lived experiences don't line up with the equality and opportunity their governments claim to champion. Music is an integral part of their advocacy work. They play and sing as they draw attention to injustices, foster cohesion and community, communicate messages (both covertly and forcefully), express pain, joy and pride, energize and sustain themselves, as well as (de)humanize themselves and others. This course explores the special place music has in activism around the world. We examine protest movements such as the South African anti-apartheid movement, the American Abolitionist and Civil Rights movements, American/European White Nationalist movements, the Arab Spring, and the worldwide Black Lives Matter movements. We will explore community music projects with social justice agendas such as Youth on Record, The Spirituals Project, and the West-Eastern Divan Orchestra. We ask, why is music a particularly important part of activist work? What special place does it have? How is it used for both good and bad? For community mobilization, peace, and violence? Drawing on the fields of ethnomusicology, musicology, and cultural policy, we explore music, not just as a means to achieve certain ends, but as integral to the way humans position themselves in the world and advocate for themselves and others. Cross listed with MUAC 4540.

**MUAC 3545 The Making of Romantic Music: Paris and Leipzig in the 1830s (4 Credits)**

With a view to identifying the various interdisciplinary factors that led to the making of romantic music, this seminar course focuses on musical life in Paris and Leipzig in the 1830s. Specific attention is paid to the music of Chopin, Berlioz, Mendelssohn, and Robert and Clara Schumann and the personal and musical connections between these composers. Primary and secondary source readings serve as the texts for the course. Students write a research paper that examines some aspect of music and/or musical life in the 1830s. With the prior consent of the instructor, students may submit an alternative final project, one that combines performance with some form of written work.

**MUAC 3578 Advanced Composition (4 Credits)**

Advanced composition with students composing works of large scope and using a variety of advanced techniques consistent with interests and abilities; emphasis on imagination and originality of personal expression.

**MUAC 3590 Guitar History (4 Credits)****MUAC 3630 Basic Jazz Arranging (2 Credits)**

A study and practical analysis of the foundational techniques involved with composing and orchestrating for small group jazz ensembles. This course will cover the basics of form, notation, and orchestration in the small group jazz idiom, consisting of one to four horns and/or vocals, guitar, piano, bass, and drums.

**MUAC 3650 Orchestral Excerpts-Cello (4 Credits)**

This course will explore excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students will be given a list of excerpts and coached on how to prepare them. They will participate in mock auditions and receive feedback. This course will also address the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

**MUAC 3655 Orchestral Excerpts-Bass (4 Credits)**

This course will explore excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students will be given a list of excerpts and coached on how to prepare them. They will participate in mock audition and receive feedback. This course will also address the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

**MUAC 3660 Orchestral Excerpts-Violin (4 Credits)**

This course will explore excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students will be given a list of excerpts and coached on how to prepare them. They will participate in mock auditions and receive feedback. This course will also address the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

**MUAC 3661 Orchestral Excerpts Viola (4 Credits)**

This course explores excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students are given a list of excerpts and coached on how to prepare them. They participate in mock auditions and receive feedback. This course also addresses the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

**MUAC 3662 Orchestral Studies for Brass (2 Credits)**

Study of orchestral literature brass players are likely to be asked to play at auditions for professional orchestras. Undergraduate participants should have passed their Sophomore Proficiency jury with distinction.

**MUAC 3663 Orchestral Excerpts, Viola II (4 Credits)**

Companion course to Orchestral Excerpts Viola I, this section expands the repertoire list beyond the standard works used for auditions today. In addition to further honing basic requisite material from section I, students study and prepare less frequently required works and principle viola solo repertoire. There is more extensive discussion of the audition process and mock auditions as a part of the course. While it is advised and preferable that students complete the first section of this course it is possible to take the course with the approval of the instructor.

**MUAC 3677 Bow Art Ensemble (0-1 Credits)**

The Bow Art Ensemble explores the study and rehearsal of traditional and contemporary chamber orchestra repertoire, history, and culture, to be led in conjunction with Lamont performance faculty and guest artists. Students will receive instruction on proper techniques, musical styles, study of traditional and contemporary collaborative leadership and democratic approaches to performing in a conductor-less ensemble.

**MUAC 3682 Topics-Orchestral Repertoire (4 Credits)**

We explore the history of the orchestra and orchestral literature from the baroque through modern eras, and examine a number of test cases in which conventional understanding has been challenged in recent years. The course concludes with individual research projects and presentations on topics students choose and develop.

**MUAC 3684 Choral Literature I (2 Credits)**

This course is an analysis of the development of choral repertoire from the Middle Ages through the Baroque era.

**MUAC 3686 Choral Pedagogy I (2 Credits)**

The Choral Pedagogy course focuses on effective choral methods and techniques indigenous to primary schools of thought that have risen to prominence or have proven successful in practice and performance throughout the last 50 years in the academic and professional choral idiom. Through study and analysis of selected works by various composers, effective teaching techniques are explored in performance practice and style interpretation.

**MUAC 3688 Choral Pedagogy II (2 Credits)**

The Choral Pedagogy course focuses on effective choral methods and techniques indigenous to primary schools of thought that have risen to prominence or have proven successful in practice and performance throughout the last 50 years in the academic and professional choral idiom. Through study and analysis of selected works by various composers, effective teaching techniques are explored in performance practice and style interpretation.

**MUAC 3689 Choral Literature II (2 Credits)**

This course is an analysis of the development of choral repertoire from the Classical period until the present day. This course is meant to be taken in sequence after Choral Literature I.

**MUAC 3698 Carillon History and Mechanics (4 Credits)**

A survey of the evolution of signal bells into the musical instrument known as the carillon. This subject is often called "campanology." The history will be traced from the 16th century in the Low Countries through modern times in Europe, North America, Australia/New Zealand and Japan. Topics will include bell foundries, bell casting and tuning, bell chambers, playing actions, carillonneurs, carillon schools, carillon organizations, the use of the carillon in its various regions and basic carillon maintenance.

**MUAC 3700 Carillon Repertoire (4 Credits)**

A survey of the music expressly produced for carillon from the earliest times through the present. Categories include automatic music (e.g., De Sany, Wyckaert, Eggert), the earliest compositions for manual play (Van den Gheyn and the Louvain manuscripts of the 18th century), and the 20th-century categories: Flemish, Dutch, French and North American. Mainstream publishers as well as incidental publications will be covered. The labs will focus on analysis through recordings and live performances by participants.

**MUAC 3706 Pedagogy & Repertoire Tuba (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the tuba.

**MUAC 3708 Pedagogy & Repertoire Horn (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the horn.

**MUAC 3710 Carillon Pedagogy I (2 Credits)**

An exploration of the physical and psychological elements that can lead to effective carillon teaching: technique, handling/pedaling ("fingering" on the piano), and developing an attitude that fosters successful performance.

**MUAC 3712 Pedagogy & Repertoire Trombone (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the trombone.

**MUAC 3717 Pedagogy & Repertoire Percussion (4 Credits)**

Teaching techniques and survey of literature and teaching materials for percussion.

**MUAC 3718 Pedagogy & Repertoire Percussion (4 Credits)**

Teaching techniques and survey of literature and teaching materials for percussion.

**MUAC 3719 Pedagogy & Repertoire Percussion (4 Credits)**

Teaching techniques and survey of literature and teaching materials for percussion.

**MUAC 3724 Pedagogy & Repertoire Guitar (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the guitar.

**MUAC 3726 Pedagogy & Repertoire Viola (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the viola.

**MUAC 3727 Pedagogy & Repertoire Viola (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the viola.

**MUAC 3730 Pedagogy & Repertoire Cello (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the cello.

**MUAC 3733 Pedagogy & Rep Double Bass (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the double bass.

**MUAC 3736 Pedagogy & Repertoire Harp (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the harp.

**MUAC 3737 Pedagogy & Repertoire Harp (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the harp.

**MUAC 3738 Pedagogy & Repertoire Organ (2 Credits)**

Teaching techniques and survey of literature and teaching materials for the organ.

**MUAC 3739 Pedagogy & Repertoire Organ (2 Credits)**

Teaching techniques and survey of literature and teaching materials for the organ.

**MUAC 3740 Pedagogy & Repertoire Organ (2 Credits)**

Teaching techniques and survey of literature and teaching materials for the organ.

**MUAC 3742 Pedagogy & Repertoire Trumpet (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the trumpet.

**MUAC 3747 Pedagogy & Repertoire Flute (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the flute.

**MUAC 3748 Pedagogy & Repertoire Flute (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the flute.

**MUAC 3749 Pedagogy & Repertoire Flute (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the flute.

**MUAC 3751 Pedagogy & Repertoire Clarinet (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the clarinet.

**MUAC 3752 Pedagogy & Repertoire Clarinet (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the clarinet.

**MUAC 3753 Pedagogy & Repertoire Saxophone (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the saxophone.

**MUAC 3754 Pedagogy & Repertoire Saxophone (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the saxophone.

**MUAC 3755 Pedagogy & Repertoire Saxophone (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the saxophone.

**MUAC 3757 Pedagogy & Repertoire Oboe (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the oboe.

**MUAC 3758 Pedagogy & Repertoire Oboe (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the oboe.

**MUAC 3761 Pedagogy & Repertoire Bassoon (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the bassoon.

**MUAC 3762 Pedagogy & Repertoire Bassoon (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the bassoon.

**MUAC 3765 Professional Brass Techniques (4 Credits)**

This 4-hour per week course will be divided into a lecture/seminar for two hours and performance practicum for two hours. Topics discussed and performed include orchestral playing, sight reading, practice, solo performance, jazz survival, ornamentation, transposition, and warm-up/maintenance routine.

**MUAC 3801 Introduction to Schenkerian Analysis (4 Credits)****MUAC 3804 Topics in Music (1-5 Credits)****MUAC 3810 Voice Repertoire (2 Credits)**

Styles, periods and traditions of vocal repertoire from earliest music to contemporary compositions.

**MUAC 3811 Voice Repertoire (2 Credits)**

Styles, periods and traditions of vocal repertoire from earliest music to contemporary compositions.

**MUAC 3812 Voice Repertoire (2 Credits)**

Styles, periods and traditions of vocal repertoire from earliest music to contemporary compositions.

**MUAC 3822 Piano Repertoire I (2 Credits)**

Performance and analysis.

**MUAC 3823 Piano Repertoire II (3 Credits)**

Performance and analysis.

**MUAC 3824 Piano Repertoire III (3 Credits)**

Performance and analysis.

**MUAC 3828 Songwriting Exploration I: Pop, R&B, & Hip hop (2 Credits)**

Songwriting Exploration I is an intermediate to advanced level course for songwriting Pop, R&B, and Hip hop styles. This course focuses on developing the skills necessary for writing thought provoking, creative, and fun songs to compete in today's popular music market. Students will learn song forms and creative lyric writing techniques used by successful songwriters to create hit songs. Students will also learn instrumentation, chord progressions, and the importance of rhythms that are commonly heard in the Pop, R&B, and Hip hop genres. This course will involve video and listening examples of classic and modern songs, in-class discussions, online assignments, student collaboration projects, and in-class presentations/performances of original works. Students will also receive online resources on music technology (electronic instruments) and software that current songwriters/producers are using to create basic recordings at home using a computer and DAW (Digital Audio Workstation). During the final week of the course, students will have an opportunity to record their songs in the Lamont recording studio on a pre-scheduled date or record at home.



**MUAC 3829 Songwriting Exploration II (2 Credits)**

MUAC 3829 is an intermediate to advanced level course for songwriting in Contemporary Jazz/Fusion, World, Pop, Rock, and R&B styles. This course focuses on developing the skills necessary for writing thought-provoking and creative songs to compete in today's contemporary and jazz market. Students will analyze more complex song forms, harmony, and creative lyric writing techniques used by successful songwriters. Students will also learn instrumentation, advanced chord progressions, and the importance of rhythms that are commonly heard in the Jazz, World, Pop, Rock and R&B genres. This course will involve video and listening examples of classic and modern songs, in-class discussions, transcription assignments, student collaboration projects, and in-class presentations/performances of original works. Students will also receive online resources on music technology (electronic instruments) and software that current songwriters/producers are using to create basic recordings at home using a computer and DAW (Digital Audio Workstation). During the final week of the course, students will have an opportunity to record their songs in the Lamont recording studio on a pre-scheduled date or record at home. Course Objectives and Relationship to Total Departmental Offerings • Establish and build upon techniques to write creative and compelling lyrics to compete in the modern contemporary music industry • Traditional and modern approaches to songwriting • How to write compelling melodies for lyrics • How to apply advanced harmonic devices and chord progressions to accompany lyrics • Techniques used by successful songwriters past and present • Collaborating with other writers, composers, and producers for projects through interaction with classmates and discussions • Perform works for an audience through in-class performance and other potential performance opportunities • Basic recording techniques for a professional recording studio or home studio • Compose and perform/record 4 songs (undergrad) or 5 songs (graduate) This is a new course being offered by a new faculty member in their area of expertise. This faculty member already offers a 2000 level class in songwriting and recently added the first part of a Songwriting sequence for Winter quarter (covering different writing styles and serving as the prerequisite for this new course). This class is an upper-division class exploring more advanced songwriting techniques and additional styles compared to what was covered in Songwriting Exploration I.

**MUAC 3830 Advanced Jazz Arranging I (2 Credits)**

A study and practical analysis of small to medium jazz ensemble writing with extended instrumentation. Consisting of nonette-style orchestration including orchestral instruments such as horn, tuba, woodwinds, and voice along with extended electronic textures, this course will cover the basics of form, notation and orchestration in the 21st Century hybrid small to medium size jazz ensemble idiom.

**MUAC 3831 Advanced Jazz Arranging II (2 Credits)**

A study and practical analysis of large "studio orchestra" type jazz writing with extended instrumentation. Consisting of medium to full orchestral string section, woodwinds, harp, percussion, brass plus jazz rhythm section, voices, and soloists. Exemplified by such modern ensembles as Snarky Puppy with the Metropole Orchestra, this will be a full studio orchestra with modern 21st Century jazz, rock, and pop sensibilities. String bowings and aspects of dynamic ensemble balances in the studio orchestra will be studied, as well as writing for the harp.

**MUAC 3832 Arranging for Computer-Based Media (2 Credits)**

This course will be an introduction to techniques of composition and arranging music for media, with an emphasis on practical assignments that the student will encounter in the professional world of media composition. Students will learn how to work in collaboration with filmmakers, master techniques of timing and synchronization, use traditional techniques of composition/arranging/orchestration to serve dramatic needs, and work efficiently in the recording studio under time and budget restraints.

**MUAC 3844 The Artist Entrepreneur (2 Credits)**

The Artist Entrepreneur is a course of study that examines the full spectrum of attributes and skills necessary for a student to "survive and thrive" in the every-changing landscape of the 21st Century. With a two-fold approach of examining effective strategies for a "modern artistry mindset" along with extensive case studies of successful 21st Century professionals, this course will offer the student a wide array of important resources to guide their career. The case study aspect of The Artist Entrepreneur will be based on multiple evaluations of successful artists in the 21st Century in partnership with local presenters. Prerequisite: MUAC 3092.

**MUAC 3845 Writing for The Modern Large Jazz Ensemble I (2 Credits)**

A study and practical analysis of the major methods for writing for the modern large jazz ensemble (big band) as exemplified by Frank Foster, Sammy Nestico, Slide Hampton, Bob Brookmeyer and other modern practitioners. Application of analysis will be in the form of a complete arrangement or original composition for modern big band.

**MUAC 3846 Writing for the Modern Large Jazz Ensemble II (2 Credits)**

A study and practical analysis of the major methods for writing for the modern large jazz ensemble (big band) as exemplified by Bob Brookmeyer, Maria Schneider, Gil Evans, Darcy James Argue, and others. A special emphasis will be placed on creating full works for the large jazz ensemble that uses textures and modern extended form approaches indicative of these artists. Application of analysis will be in the form of a complete arrangement or original composition for modern big band.

**MUAC 3847 Hip-Hop: Theory and Practice (4 Credits)**

Students in this class will examine the socio-cultural, economic, and political significance of hip-hop as a medium of expression for youth around the world. Through analysis of popular writing and media, as well as academic texts, we critically explore issues of race, social justice, masculinity, misogyny, censorship, technology, and intellectual property, as they relate to mainstream and underground hip-hop in America. Having discussed hip-hop's roots in the U.S., the remainder of the quarter will be devoted to tracing hip-hop's global routes.

**MUAC 3860 Basic Jazz Improvisation (4 Credits)**

The study of jazz improvisation techniques and forms. Open to music majors or by instructor permission.

**MUAC 3870 Jazz Improvisation & Composition (4 Credits)**

Improvisational styles of major jazz soloists studied through transcription and analysis of selected recorded jazz solos; scales and modes; rhythmic styles and devices; practice and development of individual student's improvisational technique. Prerequisites: MUAC 1011, MUAC 1012, MUAC 3830.



**MUAC 3910 Orchestration (4 Credits)**

Techniques of instrumental scoring.

**MUAC 3933 Graduate Music History Review (0 Credits)****MUAC 3959 Movement and Expression for Conductors (4 Credits)**

Conductors use their whole body to communicate and elicit successful performances from their ensemble. If you have unnecessary tension or lack of ease in your body, this is communicated unconsciously to your ensemble, hindering quality of performance. Additionally, physical tension can prevent your ability to communicate and think clearly under pressure. This course is an exploration of freedom of movement and the physicality of musical expression. Classes will include group activities in free-movement, dance, acting, keeping your cool, poise, balance, tension release, as well as hands-on instruction applying Alexander technique to your conducting.

**MUAC 3960 Advanced Orchestral Conducting (2 Credits)**

Discussions of and exercises in score study, interpretation, and techniques associated with orchestral conducting. Includes practical experience conducting orchestral repertoire. Required of MM Conducting students with Choral or wind concentrations. Open to other students with permission of instructor. Prerequisite: Permission of instructor (not needed for MM Conducting students with Choral or Wind concentration). Fall quarter only.

**MUAC 3961 Advanced Choral Conducting (2 Credits)**

Conducting complex choral works, including those with instrumental accompaniment; phrasing, interpretation and score reading. Prerequisite: MUAC 2940. Fall quarter only.

**MUAC 3962 Advanced Wind Conducting (2 Credits)**

Conducting complex wind compositions; phrasing interpretation and score reading. Prerequisite: MUAC 2970. Spring quarter only.

**MUAC 3973 Advanced Wind Literature I (2 Credits)**

This course is an overview of wind literature appropriate for junior high school, high school, college and professional programs including strategies in effective programming and creation of appropriate program notes.

**MUAC 3974 Advanced Wind Literature II (2 Credits)**

An in-depth study of successful compositional techniques by prominent composers of wind literature. Prerequisite: MUAC 3973.

**MUAC 3980 Advanced Jazz Improvisation and Composition (4 Credits)**

A three term sequence continuing the in-depth study of the theory, performance practices, style, and history of jazz improvisation and composition. Prerequisite: satisfactory completion of the three terms of Jazz Improvisation and Composition or consent of the instructor.

**MUAC 3988 Study Abroad Resident Credit (0-18 Credits)****MUAC 3990 Internship in Music (0-8 Credits)**

Internship in Music will offer opportunities for music majors to experience actual music related careers within a sponsoring music organization chosen by the student and accepted by the supervising faculty of the School of Music.

**MUAC 3991 Independent Study (1-10 Credits)**

## Music: Ensembles (MUEN)

**MUEN 1701 IPA & Lyric Italian Diction (1 Credit)**

Learn the practical application of proper pronunciation in Italian for singing, a necessary tool for communication with an audience. Preparation for a group Liederabend at the end of the quarter.

**MUEN 1702 Lyric French Diction (1 Credit)**

Learn the practical application of proper pronunciation in French for singing, a necessary tool for communication with an audience. Preparation for a group Liederabend at the end of the quarter.

**MUEN 1703 Lyric German Diction (1 Credit)**

Learn the practical application of proper pronunciation in German for singing, a necessary tool for communication with an audience. Preparation for a group Liederabend at the end of the quarter.

**MUEN 1988 Study Abroad Resident Credit (0-18 Credits)****MUEN 2988 Study Abroad Resident Credit (0-18 Credits)****MUEN 3025 Ensemble Block (3 Credits)**

Ensemble Block can be taken by students who are assigned to multiple ensembles in one quarter without full participation in each group. Instructor permission is required for registration.

**MUEN 3029 Steel Drum Ensemble (0-1 Credits)**

The steel drum music of Trinidad and Tobago as well as other styles of music from around the world are studied and performed by this ensemble. Participation in this ensemble does not require music notation. Participation in the ensemble is limited; therefore, students are selected by a simple audition process.

**MUEN 3037 Vocal Repertoire Combo (0-1 Credits)**

The Vocal Repertoire Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with vocal jazz solo repertoire and performance practices. The combo performs one concert each term on campus and frequent concerts in the community and on tour. Admission is by audition.

**MUEN 3038 Vocal Jazz Combo (0-1 Credits)**

The Vocal Jazz Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with vocal jazz repertoire and performance practices. The combo performs one concert each term on campus and frequent concerts in the community and on tour. Admission is by audition.

**MUEN 3041 North Indian Classical Ensemble (0-1 Credits)**

The arts of India are distinguished by their close interrelationship; rhythm, melody and movement are all encompassed by the term "sangeet." In keeping, DU's North Indian Classical Ensemble is dedicated to the practice of all three of these arts, through singing, rhythmic recitation and dance. Participation in this ensemble involves studying the ornate and highly refined systems of Hindustani music and Kathak dance. No prior experience is necessary; all that is required is a positive attitude and a desire to learn!.

**MUEN 3045 Flex Jazz Ensemble (0-1 Credits)**

The Flex Jazz Ensemble is a modern jazz group with open-ended instrumentation. The ensemble consists of traditional jazz instruments and vocalists as well as nontraditional jazz instruments (such as double reed, French Horns, strings, etc). While there is no specific instrumentation for the ensemble, the core of the group will always be the traditional modern jazz rhythm section: piano (keys-synth), bass (acoustic and electric), drums (plus an extra percussionist as needed), and guitar (hollow body and Stratocaster-styles with the full range of pedals and gear. With the addition of non-traditional instrumentation, the ensemble reaches out to the classical side of Lamont to give those students a jazz opportunity. Along with the regular fare of programmed concerts, this ensemble also provides opportunities to other departments (theatre, creative writing, studio art, EDP, etc) to incorporate their disciplines in performances.

**MUEN 3046 Indonesian Music Ensemble (0-1 Credits)**

This class provides a practical and theoretical introduction to Indonesian performance traditions from the islands of Bali and Java. Through hands-on instruction and oral transmission, students will learn a variety of gamelan (gong/chime ensemble) traditions. While learning this sophisticated cyclic music, class discussions, assigned readings, films, and guided listening will further familiarize students with the social and cultural meanings of the musics performed in class. Additionally, students will have the opportunity to learn basic hand, foot, and eye movements for Balinese and Javanese dance, as well as to study kecak, a Balinese vocal music that imitates the sound of the gamelan. The course will culminate in an end of the quarter concert. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3047 Xperimental Jazz Ensemble (0-1 Credits)**

The Xperimental Jazz Ensemble is a pan-genre ensemble with a focus on creativity expressed through improvisation, transcription, arrangement, and composition. XJE will have variable instrumentation that may include vocalists, all "classical" and "jazz" instruments, and emergent electronic instruments and software. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3048 Bluegrass Ensemble (0-1 Credits)**

In this class, students will receive instruction on proper bluegrass performance fundamentals with traditional bluegrass instruments, the harmony and rhythm of bluegrass music, the art of simultaneous playing and singing, the proper interpretation of the chosen repertoire per the composers' style, and the social and cultural influences that inspired the music. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3100 Lamont Jazz Small Group (0-1 Credits)**

All Lamont jazz small groups will focus on the basic elements of communication and musicality that make up high-level jazz performance practices. Students will transcribe, compose and or arrange their own material and will have numerous opportunities to perform each quarter. Admission to all small groups is by audition only.

**MUEN 3677 Bow Art Ensemble (0-1 Credits)**

The Bow Art Ensemble explores the study and rehearsal of traditional and contemporary chamber orchestra repertoire, history, and culture, to be led in conjunction with Lamont performance faculty and guest artists. Students will receive instruction on proper techniques, musical styles, study of traditional and contemporary collaborative leadership and democratic approaches to performing in a conductor-less ensemble.

**MUEN 3678 Lamont Baroque Orchestra (1 Credit)**

Immerse yourself in the dramatic and expressive world of Baroque music and learn the basics of Baroque performance practice. Fall quarter will serve as an introduction to Baroque string playing while Winter and Spring quarters will focus on exploring diverse repertoire. Historically Informed Performance (HIP) is the practice of approaching music of the past with knowledge about the musical styles and musical technologies with which it was originally conceived and performed. It is not a recreation of the past but rather an exploration of what the past offers us as 21st-century performers. HIP involves 1) "performance practice"—what kinds of approaches and instrumental techniques are appropriate to the given repertoire; and 2) the use of period instruments—what instrumental technologies (such as bows and strings) are appropriate to the given repertoire. While a culturally- or historically-informed approach is possible to any music, this ensemble will focus on the music of the 17th and 18th centuries (primarily in Europe). Baroque bows will be available for students to borrow. Open to all string players. Singers, keyboardists, and others may also participate with permission.

**MUEN 3679 Lamont Consort of Viols (1 Credit)**

The viola da gamba, or viol, is a six-stringed instrument with frets that is bowed underhand and comes in several sizes, from violin sized to cello sized. Extremely popular in 16th and 17th-century Europe, it was particularly prized among aristocratic amateur players in England. Explore the beautiful fantasias and polyphony written for a group of viols (called a consort). Open to both new and returning viol players, instruments are available to borrow. While previous string experience is useful, it is not required.

**MUEN 3710 Opera (0-1 Credits)**

Practical experience in operatic performance. One production each quarter; major production in winter quarter. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3712 Lamont Chorale (0-1 Credits)**

The Lamont Chorale is a select mixed voice choir that performs choral literature from the Renaissance to present and strives for a high level of artistry. The choir performs works from the great masters of music, as well as living composers, world music, and spirituals. The Lamont Chorale is open to undergraduate and graduate students, music majors, non-music majors, and community members. Credits from this course can fulfill the AI-Society credit requirement for undergraduate students.

**MUEN 3720 Pioneer Pep Band (0-1 Credits)****MUEN 3730 American Heritage Chorale (1 Credit)**

This ensemble will explore through choral music the various ways in which music written by American composers has been influenced and has its roots in music from other cultures and regions of the globe. Special attention shall be given to music by African American composers. American Heritage Chorale is open to all students interested in singing. Prior choral experience is not required. A brief vocal interview will determine appropriate placement within the ensemble. The course will conclude with a performance at the end of the quarter. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3731 The Spirituals Project Choir (0-1 Credits)**

This ensemble will explore African American spirituals as an art form, tradition, and tool for social change through performance, reading, and listening. Because the core of this ensemble is a multi-ethnic, multi-generational community choir, students will have the unique opportunity to join with and learn from a group of singers immersed in this musical tradition. Students will participate in 2-3 performances over the course of the term, the majority of which will be outside of Lamont. Through performance and study of spirituals and related music, students will gain a musical and cultural understanding of this dynamic music and gift from African Americans to the world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3740 Voces Fortes (0-1 Credits)**

Voces Fortis is a low voice choir that performs a wide variety of choral literature, including masterworks, a cappella works, spirituals, new music, and world music. The choir is open to undergraduate and graduate students, music majors, non-music majors, and community members. Credits from this course can fulfill the Analytical Inquiry: Society and Culture credit requirement for undergraduate students.

**MUEN 3750 Modern Music Ensemble (1 Credit)**

The 20th- and 21st- Centuries have produced some of the most expressive, intriguing, and diverse music ever written. In this course, students have the opportunity to prepare and perform chamber music by 20th-Century masters, as well as recent works by living composers and new pieces written for them by students. This repertoire often involved unusual combinations of instruments (potentially including strings, woodwinds, brass, percussion, plucked instruments, keyboards, vocals, and electronics), providing an opportunity for students to work in less familiar ensembles. Students may also participate in the course by conducting or composing. The course is limited to music majors who are graduate students or advanced undergraduate students. Students in their first or second undergraduate year, and music non-majors may enroll with instructor approval.

**MUEN 3751 Lamont Jazz Orchestra (0-1 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3752 Lamont Wind Ensemble (0-1 Credits)**

Open to all students by audition and approval of conductor; regularly scheduled concerts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3753 Lamont Jazz Ensemble (0-1 Credits)**

Open to all students by audition and approval of director of jazz studies; regularly scheduled concerts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3760 Lamont Symphony Orchestra (0-1 Credits)**

The LSO generally performs six symphonic concerts and one opera each year. Students are exposed to orchestral repertoire from all periods and styles of music as well as appropriate performance practices associated with each period and style. The LSO is open to all university students by audition. However, because the course objective is to prepare students for successful professional orchestra careers, all participants are held to a very high standard and level of expectation. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3769 Organ Accompanying (0-1 Credits)**

Major choral/vocal and major instrumental repertoire with organ accompaniment are studied and prepared for possible performance with chamber groups or local professional/church choirs.

**MUEN 3770 Chamber Ensemble-Piano (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3772 Chamber Ensemble-Harp (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3774 Chamber Ensemble-Brass (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3775 Piano Accompanying (0-2 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3776 Chamber Ensemble-Percussion (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3777 Chamber Ensemble-Strings (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3778 Chamber Ensemble-Woodwind (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3781 Chamber Ensemble-Guitar (0-2 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3800 Vocal Chamber Ensemble (0-1 Credits)**

A small group of outstanding singers interested in singing soloist vocal chamber music.

**MUEN 3900 Voces Aureas (0-1 Credits)**

Voces Aureas is a treble voice choir that performs a wide variety of choral literature, including masterworks, a cappella works, spirituals, new music, and world music. The choir is open to undergraduate and graduate students, music majors, non-music majors, and community members. Credits from this course can fulfill the Analytical Inquiry: Society and Culture credit requirement for undergraduate students.

**MUEN 3988 Study Abroad Ensemble (2 Credits)**

Ensemble credit for music majors in the Study Abroad Program. Students must have consulted with a Lamont ensemble director for approval to register.

## Music: Studio Lessons (MUPR)

**MUPR 2191 Jazz Piano (2 Credits)****MUPR 2192 Jazz Piano (4 Credits)****MUPR 2210 Piano (2 Credits)**

BA music emphasis.

**MUPR 2220 Piano (4 Credits)**

BM performance.

**MUPR 2230 Voice (2 Credits)**

BA music emphasis.

**MUPR 2240 Voice (4 Credits)**

BM performance.

**MUPR 2250 Violin (2 Credits)**

BA music emphasis.

**MUPR 2260 Violin (4 Credits)**

BM performance.

**MUPR 2270 Violoncello (2 Credits)**

BA music emphasis.

**MUPR 2280 Violoncello (4 Credits)**

BM performance.

**MUPR 2290 Viola (2 Credits)**

BA music emphasis.

**MUPR 2300 Viola (4 Credits)**

BM performance.

**MUPR 2310 Bass Violin (2 Credits)**

BA music emphasis.

**MUPR 2312 Jazz Bass (2 Credits)**

BM performance.

**MUPR 2314 Jazz Bass (4 Credits)**

**MUPR 2320 Bass Violin (4 Credits)**

BM performance.

**MUPR 2330 Harp (2 Credits)**

BA music emphasis.

**MUPR 2340 Harp (4 Credits)**

BM performance.

**MUPR 2350 Organ (2 Credits)**

**MUPR 2360 Organ (4 Credits)**

**MUPR 2370 Clarinet (2 Credits)**

BA music emphasis.

**MUPR 2380 Clarinet (4 Credits)**

BM performance.

**MUPR 2390 Flute (2 Credits)**

BA music emphasis.

**MUPR 2400 Flute (4 Credits)**

BM performance.

**MUPR 2460 Bassoon (2 Credits)**

BA music emphasis.

**MUPR 2470 Bassoon (4 Credits)**

BM performance.

**MUPR 2480 Trombone (2 Credits)**

BA music emphasis.

**MUPR 2481 Jazz Trombone (2 Credits)**

**MUPR 2490 Trombone (4 Credits)**

BM performance.

**MUPR 2491 Jazz Trombone (4 Credits)**

**MUPR 2500 Trumpet (2 Credits)**

BA music emphasis.

**MUPR 2510 Trumpet (4 Credits)**

BM performance.

**MUPR 2520 Horn (2 Credits)**

BA music emphasis.

**MUPR 2530 Horn (4 Credits)**

BM performance.

**MUPR 2540 Euphonium (2 Credits)**

BA music emphasis.

**MUPR 2550 Euphonium (4 Credits)**

BM performance.

**MUPR 2560 Tuba (2 Credits)**

BA music emphasis.

**MUPR 2570 Tuba (4 Credits)**

BM performance.

**MUPR 2600 Classical Guitar (2 Credits)**

BA music emphasis.

**MUPR 2610 Classical Guitar (4 Credits)**

BM performance.

**MUPR 2621 Jazz Guitar (2 Credits)**

**MUPR 2625 Jazz Guitar (4 Credits)**

BM performance.

**MUPR 2660 Percussion (2 Credits)**

BA music emphasis.

**MUPR 2661 Percussion Set (2 Credits)****MUPR 2670 Percussion (4 Credits)**

BM performance.

**MUPR 2671 Percussion Set (4 Credits)****MUPR 2680 Oboe (2 Credits)**

BA music emphasis.

**MUPR 2690 Oboe (4 Credits)**

BM performance.

**MUPR 2780 Saxophone (2 Credits)**

BA music emphasis.

**MUPR 2790 Saxophone (4 Credits)**

BM performance.

**MUPR 2900 Carillon (2 Credits)****MUPR 2910 Carillon (4 Credits)****MUPR 2920 Composition (2 Credits)**

One-on-one instruction for composition majors.

**MUPR 2925 Composition (4 Credits)**

One-on-one instruction for composition majors.

**MUPR 2930 Applied Improvisation (2 Credits)**

Lessons are catered toward an individual student's needs and interests. Undergraduate students will consistently develop their foundational tools through the full range of the instrument, addressing tone, intervals, scales, arpeggios, and patterns. Students will develop their sense of improvisation vocabulary through transcription work, "licks" in all keys, and listening. Improvisation will be practiced through the memorization of standard repertoire and weekly application of a variety of improvisation tools. A student's rhythmic foundation and variety will be developed through metronome practice. Advanced students will develop odd time signature playing, interactive improvisation, and composition skills. Finally, etudes and performance pieces that challenge a player's abilities will be a part of the course as well.

**MUPR 2988 Study Abroad Resident Credit (0-18 Credits)****MUPR 2990 Study Abroad Applied Lessons (4 Credits)**

Applied lessons for students in the Study Abroad Program. Restricted to Bachelor of Music students only.

**MUPR 3120 Alexander Technique (2 Credits)**

The Alexander technique is a skill that can be incorporated into practice, performance, and everyday life. Using the principles discovered by F. Matthias Alexander, students will learn how to identify and change faulty patterns of thought and movement. Emphasis will be placed on recognizing how these patterns affect music-making in practice and performance. Lessons are individually tailored and topics may include injury recovery and prevention, pain and tension reduction, stress management, performance anxiety, freeing the breath, using the back effectively, balance, and ease of motion.

**MUPR 3121 Alexander Technique (4 Credits)**

The Alexander technique is a skill that can be incorporated into practice, performance, and everyday life. Using the principles discovered by F. Matthias Alexander, students will learn how to identify and change faulty patterns of thought and movement. Emphasis will be placed on recognizing how these patterns may affect music-making in practice and performance. Lessons are individually tailored and topics may include injury recovery and prevention, pain and tension reduction, stress management, performance anxiety, freeing the breath, using the back effectively, balance, and ease of motion. This class is tailored to the needs of BM students who are experiencing pain or injury and cannot take their regular studio lesson in a given quarter.

**MUPR 3190 Jazz Piano (2 Credits)****MUPR 3210 Piano (2 Credits)**

For non-majors only. If you are interested in Piano for Non-Majors, please email lamontpiano@du.edu.

**MUPR 3230 Voice (2 Credits)**

For non-majors only.

**MUPR 3250 Violin (2 Credits)**

For non-majors only.

**MUPR 3270 Violoncello (2 Credits)**

For non-majors only.

**MUPR 3290 Viola (2 Credits)**

For non-majors only.



**MUPR 3310 Bass Violin (2 Credits)****MUPR 3312 Jazz Bass (2 Credits)****MUPR 3330 Harp (2 Credits)****MUPR 3350 Organ Improvisation (2 Credits)**

This course is designed for organ students to introduce them to the art of organ improvisation, hymn and ensemble playing, as well as all possible forms of accompaniment. It is meant for undergraduate students (upper division), graduate students, and artist diploma graduates. Prerequisites: knowledge of music history, figured bass, and counterpoint. Permission of instructor required.

**MUPR 3351 Organ (2 Credits)****MUPR 3370 Clarinet (2 Credits)**

For non-majors only.

**MUPR 3390 Flute (2 Credits)**

For non-majors only.

**MUPR 3460 Bassoon (2 Credits)****MUPR 3480 Trombone (2 Credits)**

For non-majors only.

**MUPR 3481 Jazz Trombone (2 Credits)****MUPR 3500 Trumpet (2 Credits)**

For non-majors only.

**MUPR 3520 Horn (2 Credits)**

For non-majors only.

**MUPR 3540 Euphonium (2 Credits)****MUPR 3560 Tuba (2 Credits)**

For non-majors only.

**MUPR 3600 Classical Guitar (2 Credits)****MUPR 3621 Jazz Guitar (2 Credits)****MUPR 3660 Percussion (2 Credits)**

For non-majors only.

**MUPR 3661 Percussion Set (2 Credits)****MUPR 3680 Oboe (2 Credits)****MUPR 3780 Saxophone (2 Credits)****MUPR 3900 Carillon (2 Credits)****MUPR 3920 Composition (2 Credits)****MUPR 3930 Conducting (2 Credits)****MUPR 3988 Study Abroad Resident Credit (0-18 Credits)****MUPR 4040 Music Production (2 Credits)**

This course is designed to meet you where you currently are in your production and theory experience and then progress from there. As such, the first 1 or 2 meetings may be to assess your current status and construct a plan for the academic quarter. Possible directions include, but are not limited to, audio theory, microphone technique, post-production (mixing/mastering), editing, songwriting and production, sound synthesis, and electronic music production, etc.

**MUPR 4191 Jazz Piano (2 Credits)**

**MUPR 4210 Piano (2 Credits)**

**MUPR 4230 Voice (2 Credits)**

**MUPR 4250 Violin (2 Credits)**

**MUPR 4270 Violoncello (2 Credits)**

**MUPR 4290 Viola (2 Credits)**

**MUPR 4310 Bass Violin (2 Credits)**

**MUPR 4312 Jazz Bass (2 Credits)**

**MUPR 4330 Harp (2 Credits)**

**MUPR 4350 Organ (2 Credits)**

**MUPR 4370 Clarinet (2 Credits)**

**MUPR 4390 Flute (2 Credits)**

**MUPR 4460 Bassoon (2 Credits)**

**MUPR 4480 Trombone (2 Credits)**

**MUPR 4481 Jazz Trombone (2 Credits)**

**MUPR 4500 Trumpet (2 Credits)**

**MUPR 4520 Horn (2 Credits)**

**MUPR 4540 Euphonium (2 Credits)**

**MUPR 4560 Tuba (2 Credits)**

**MUPR 4600 Classical Guitar (0-2 Credits)**

**MUPR 4610 Classical Guitar (4 Credits)**

**MUPR 4621 Jazz Guitar (2 Credits)**

**MUPR 4660 Percussion (2 Credits)**

**MUPR 4661 Percussion Set (2 Credits)**

**MUPR 4680 Oboe (2 Credits)**

**MUPR 4780 Saxophone (2 Credits)**

**MUPR 4900 Carillon (2 Credits)**

**MUPR 4920 Composition (2 Credits)**

One-on-one instruction for composition majors.

**MUPR 4930 Conducting (2 Credits)**

This course provides individualized instruction in conducting for graduate students majoring in conducting. Repertoire selection, analysis, rehearsal procedures, and gestures will all be studied. Students will prepare assigned repertoire for class each week. Significant time will be spent developing gestures that reflect the artistic and pedagogical intentions of each student. The individual lesson is also a mentoring time to develop strategies for career development and recital preparation. Analysis projects may be assigned to provide an opportunity for in-depth scholarly research and presentation of significant literature relating to the theme of the quarter.

**MUPR 4991 Independent Study (2-4 Credits)**

## Philosophy

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Web Site: [https://](https://liberalarts.du.edu/philosophy/) (<https://liberalarts.du.edu/philosophy/>)

The curriculum in philosophy is designed to give students a broad grounding in the literature and methods of philosophy and in philosophical approaches to contemporary problems. Philosophy is inherently foundational for all other disciplines and philosophical training sharpens the student's ability to reason soundly, to formulate basic concepts and questions clearly and to work intelligently at solving human problems.

The philosophy curriculum is balanced among historical study, philosophical problem areas and applied courses. Graduates from the philosophy department have distinguished themselves in a variety of fields. A 1982 graduate was recently nominated for a Pulitzer Prize and numerous former

students have attended some of the country's finest graduate programs. Study in philosophy provides an excellent basis for careers in law, business, government, journalism, teaching, social work and the sciences.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Students complete a minimum 40 hours of philosophy coursework. At least 16 of those hours must be at the 3000 level.

Students will take one course in each of three required areas (logic, history, and contemporary) – the most frequently taught courses are shown below.

See Courses by Category tab for complete listing.

40 credits above the 1000 level, may include the following:

Code	Title	Credits
<b>Logic Examples *</b>		<b>4</b>
PHIL 2040	Practical Logic	
PHIL 2160	Symbolic Logic	
PHIL 3333	Logic, Language, and Metaphysics	
<b>History Examples *</b>		<b>4</b>
PHIL 2110	Classical Greek Philosophy	
PHIL 2144	20th-Century Philosophy	
PHIL 3003	Plato's Theory of Knowledge	
PHIL 3010	Great Thinkers: Aristotle	
<b>Contemporary Examples *</b>		<b>4</b>
PHIL 2100	Philosophy of Mind	
PHIL 2101	Philosophy of Language	
PHIL 2120	Nature & Limits of Human Knowledge	
PHIL 2200	Social & Political Philosophy	
PHIL 3070	Great Thinkers: Hegel	
PHIL 3075	Marxism	
PHIL 3178	Metaethics	
PHIL 3466	Contemporary Continental Philosophy	
PHIL 3612	AI and Robotics	
Courses at the 3000 level		16
Select an additional 12 credits of philosophy beyond the 1000 level		12
PHIL 3999	Philosophy Assessment (must complete prior to graduation)	0
<b>Total Credits</b>		<b>40</b>

\* PLEASE NOTE: These are not all the courses that can satisfy these requirements; however these are frequently taught. Other courses may be selected with advisor approval.

### Area of Specialization in Critical Theory

Students may pursue an optional area of specialization in Critical Theory. Students pursuing this area of specialization must take at least one course in three major areas of critical theory at the undergraduate or graduate level. These courses must be approved by the undergraduate advisor. These courses may be taken outside of the Philosophy Department. Students must declare the specialization by filing a declaration form with the department. Completion of the critical theory specialization will not be reflected on the student's transcript or degree.

## Secondary Major

### Secondary Major Requirements

40 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

20 credits in philosophy above the 1000 level.

## Prerequisites

All seminars (3000-level courses) require at least junior standing or instructor's permission.

## Area of Specialization in Critical Theory

Students may pursue an optional area of specialization in Critical Theory. Students pursuing the area of specialization must take at least one course in three major areas of critical theory at the undergraduate or graduate level. These courses must be approved by the undergraduate advisor. These courses may be taken outside of the Philosophy Department. Students must declare the specialization by filing a declaration form with the department. Completion of the critical theory specialization will not be reflected on the student's transcript or degree.

## Requirements for Distinction in the Major in Philosophy

- Minimum 3.4 cumulative GPA
- Minimum 3.85 major GPA
- Completion of a thesis

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
AI Society <sup>1</sup>		4 PHIL 2040 or 2160 <sup>2</sup>		4 AI Society	4
Language sequence OR SI Natural sequence		4 Language sequence OR SI Natural sequence		4 Language sequence OR SI Natural sequence	4
Minor or Elective		4 SI Society		4 PHIL 2000-level course	4
	16		16		16

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence OR SI Natural sequence		4 Language sequence OR SI Natural sequence		4 Language sequence OR SI Natural sequence	4
PHIL 2000-level course		4 SI Society		4 PHIL 3000-level course	4
Minor or Elective		4 Minor or Elective		4 Minor or Elective	4
Minor or Elective		4 Minor or Elective		4 Minor or Elective	4
INTZ 2501 <sup>3</sup>		2			
	18		16		16

Total Credits: 98

<sup>1</sup> There are a large number of courses with the PHIL subject code that will fulfill this Common Curriculum requirement while simultaneously fulfilling credit hours toward the major. Consult the course listings (p. ) in this section for options.

<sup>2</sup> These courses fulfill the Analytical Inquiry: Natural and Physical World (p. 43) requirement.

<sup>3</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

## Logic Courses

PHIL 2040	Practical Logic	4
PHIL 2101	Philosophy of Language	4
PHIL 2160	Symbolic Logic	4
PHIL 3333	Logic, Language, and Metaphysics	4

## History Courses

PHIL 2005	Philosophy of Religion	4
PHIL 2010	Existentialism	4
PHIL 2014	Religious Existentialism: Christian and Jewish	4
PHIL 2050	Jewish Philosophy	4
PHIL 2110	Classical Greek Philosophy	4
PHIL 2111	Greek Moral Philosophy	4
PHIL 2130	Philosophy of Early Modern Age	4
PHIL 2140	Kant to Nietzsche	4
PHIL 2144	20th-Century Philosophy	4
PHIL 2346	Philosophy of Nature	4
PHIL 3000	Plato's Metaphysics	4
PHIL 3003	Plato's Theory of Knowledge	4
PHIL 3005	Cosmopolitics	4
PHIL 3010	Great Thinkers: Aristotle	4
PHIL 3011	Great Thinkers: Virginia Woolf	4
PHIL 3023	Great Thinkers: Maimonides: Politics, Prophecy and Providence	4
PHIL 3024	Maimonides: Greek, Islamic, and Christian Encounters	4
PHIL 3050	Great Thinkers: Hume	4
PHIL 3061	Kant's Ethics/Aesthetics/Politics	4
PHIL 3062	Kant's Epistemology and Logic	4
PHIL 3063	Kant on Religion	4
PHIL 3070	Great Thinkers: Hegel	4
PHIL 3075	Marxism	4
PHIL 3090	Great Thinkers: Heidegger	4
PHIL 3101	Great Thinkers: Kierkegaard	4
PHIL 3146	Great Thinkers: Levinas	4
PHIL 3152	Philosophy Meets Mysticism: A Greek, Jewish and Islamic Neoplatonic Journey	4
PHIL 3201	Wittgenstein, Quine, & Kripke on Necessity and a Priori Knowledge	4
PHIL 3210	Philosophy of Movement	4
PHIL 3212	Philosophy and Mythology	4
PHIL 3448	Theory of the Subject: From Hegel to Zizek	4
PHIL 3450	Phenomenology and Theology	4
PHIL 3460	Nietzsche & the Death of God	4
PHIL 3465	Derrida and Postmodernism	4

## Contemporary Courses

PHIL 2001	Philosophy and Fiction	4
PHIL 2003	Philosophy and Popular Culture	4
PHIL 2004	Philosophy of Race	4
PHIL 2007	Philosophy and Video Games	4
PHIL 2008	Stereotyping and Violence in America Today	4
PHIL 2026	Race: Black, Jew, Other	4
PHIL 2100	Philosophy of Mind	4
PHIL 2120	Nature & Limits of Human Knowledge	4
PHIL 2145	Between Deleuze and Foucault	4
PHIL 2150	Philosophy of Law	4
PHIL 2180	Ethics	4
PHIL 2181	Aesthetics & Philosophy of Art	4
PHIL 2182	The Making of the Modern World: Science, Art, and Philosophy	4
PHIL 2186	Feminist Ethics: Justice and Care	4
PHIL 2200	Social & Political Philosophy	4

PHIL 2260	Philosophical Perspectives on Perception and Reality	4
PHIL 2401	Social Justice in a Global Context: Theory and Practice	4
PHIL 2555	The Philosophy of Technology	4
PHIL 2700	Biomedical Ethics	4
PHIL 2770	Philosophy of Science	4
PHIL 2785	Environmental Ethics	4
PHIL 3026	Levinas and the Political	4
PHIL 3120	Metaphysics	4
PHIL 3130	Knowledge Problems	4
PHIL 3175	Morality and the Law	4
PHIL 3178	Metaethics	4
PHIL 3179	Virtue Ethics	4
PHIL 3185	Philosophy of Action and Agency	4
PHIL 3211	Contemporary Pol Philosophy	4
PHIL 3215	Modern Jewish Philosophy	4
PHIL 3445	Cultural Theory and Critique	4
PHIL 3466	Contemporary Continental Philosophy	4
PHIL 3610	Advanced Topics in Philosophy, Psychology, and Cognitive Science	4
PHIL 3611	The Boundaries of Scientific Knowledge: A Philosophical Exploration	4
PHIL 3612	AI and Robotics	4
PHIL 3618	Philosophy of Biology	4
PHIL 3620	Philosophical Perspectives on Economics and Social Sciences	4

#### **PHIL 1610 Discovering Philosophy (4 Credits)**

In this course we explore a range of philosophical questions and examine the replies that have been made by historical figures. We also think through the methods and strategies that have been used for thinking through those replies and explore these questions further on our own. Topics may include how do we know what actions are moral? What is knowledge? What is the basic structure of the world? What is justice? What assumptions are made by the disciplines that take themselves to study the natural world? This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **PHIL 1988 Study Abroad Resident Credit (0-18 Credits)**

#### **PHIL 2001 Philosophy and Fiction (4 Credits)**

Examination of diverse aspects of the relationship between philosophy and fiction. This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **PHIL 2003 Philosophy and Popular Culture (4 Credits)**

This course critically explores philosophical questions and issues in the context of contemporary popular culture. On the one hand, it considers more general questions about the nature and function of popular culture, including how popular culture has been defined and "theorized"; the connections between popular culture and the traditional and new media; the economic bases and functions of popular culture; and the political implications of popular culture. On the other, it explores particular philosophical issues—historical, ethical, political, aesthetic, and metaphysical—as they appear in selected areas or examples of popular culture: literature, film, the visual arts, digital media, graphic novels, music, television, etc. The aims are both to enhance students' critical understanding of the ways in which philosophical assumptions and ideas underlie popular culture and to present traditional and contemporary philosophical arguments, movements, and ideas using examples drawn from popular culture as reference points. As examples, we might explore ethical dilemmas posed in the "Sopranos" or "Mad Men"; mind-body problems in the "Matrix" or "Avatar"; or metaphysical issues in "Donny Darko" or "Run, Lola, Run." This course counts toward the Analytical Inquiry: Society and Culture requirement.

#### **PHIL 2004 Philosophy of Race (4 Credits)**

This course is a systematic study of the scientific, metaphysical, ethical, and political issues surrounding the notion of race. We undertake a critical study of the following questions: Is race a scientifically legitimate concept, or is it a social construct? Is race a legitimate census category? How should questions of race be decided, and by whom? Why do we think of humans in terms of race—for evolutionary or psychological reasons? Religious reasons? What is racism? Why is racism morally wrong? What do psychological studies show about our racist tendencies? Does affirmative action provide a morally acceptable way of achieving racial justice? What race is a mixed race person? This course counts toward the Analytical Inquiry: Society and Culture requirement.



**PHIL 2005 Philosophy of Religion (4 Credits)**

What is God? Can God be known or is faith precisely a relationship to something that cannot be known in the ordinary sense? What is the relationship between God and morality? Between God and science? Is it more reasonable to believe that your religion is the only path to God or more reasonable to believe that God is manifest in many ways across different cultures? Is it reasonable to believe in God at all? If it is reasonable to believe in God, what are the reasons? And if believing in God is not based on reasons in the ordinary sense, are there philosophical grounds for believing in God anyway? This course takes a "God friendly" approach to philosophical questions about religion, setting out to investigate ontological and epistemological questions about belief-in-God toward the goal of understanding different ways that philosophers over the years have philosophically gone about developing, upholding, and talking about relationship with God. The course includes consideration of philosophers from analytic and continental traditions, from American and European schools of thought, from ancient, medieval, modern and post-modern traditions, and from Greek, Islamic, Jewish, and Christian traditions. Thinkers to be addressed include Pascal, Anselm, Plantinga, Van Inwagen, Hick, Hume, Descartes, Spinoza, Plato, Aristotle, Ibn Tufayl, Averroes, Maimonides, James, Levinas, Marion, Badiou, Rosenzweig, Aquinas, Buber, Cohen, Mill, Lycan, Kant, Wittgenstein, Kierkegaard, and Kafka. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2005.

**PHIL 2007 Philosophy and Video Games (4 Credits)**

Traditional and novel metaphysical, ethical, political, and aesthetic issues both arising within video games and posed by this still developing medium. No prerequisites. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with JUST 2008, COMN 2008, RLGS 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2010 Existentialism (4 Credits)**

Philosophical, religious, literary and psychological views of the existentialists including Kierkegaard, Sartre, and Camus. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2014 Religious Existentialism: Christian and Jewish (4 Credits)**

Existentialism focuses on the human experience of living, often with a focus on the sheer freedom of the human condition. Religious existentialism subtly modifies this picture through its own vision of human freedom as the ultimate encounter between the human subject and God (with 'God' understood in various ways). The religious existentialist in this sense philosophically explores that which is most-fully-human as a moment of relation and encounter between self and that which is beyond self. Starting with Sartre's non-religious statement of existentialism in *Existentialism is a Humanism* (1946), we go on to examine the Christian and Jewish existentialisms of Kierkegaard (1813-1855), Tillich (1886-1965), Buber (1878-1965), and Heschel (1907-1972). In the course of our reflections, we compare non-religious with religious approaches to basic questions about self, God and world, and we consider the relationship between Christian and Jewish existentialist approaches to these questions. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with RLGS 2014 and JUST 2014.

**PHIL 2025 Coexistence (4 Credits)**

Building skills for ethical, emotionally-intelligent, and equity-minded encounter, this course is about facing neighbors responsively, responsibly, and non-violently—even when our values clash, and even as we work to defeat each other in the voting booth. Exploring new civic modes of "dialogue across difference" and serving as an antidote to polarization and rising tides of hate, the course invites students to consider new ways of holding onto their own views, values, and identities without erasing others—but also without necessarily embracing or being embraced by them. And it does so while helping them understand and utilize "phenomenology," a philosophical method for assessing "lived feels" in complex relation to human meaning-making in a range of personal, professional, and political contexts. Focused in particular on interhuman coexistence, the course attends to the three-fold human cord of "our structures, our neighbors, and our selves." It invites students to navigate between structural equity, interpersonal ethics, and personal authenticity. And it equips students to consider the "feels," "flavors," and "temperatures" of different coexistence strategies: from the lukewarm framework of tolerance to the warm embrace of friendship to the complicated contours of responsibility-without-friendship in such thinkers as BIPOC thought-leader Martin Luther King, Jr, philosopher and Holocaust Survivor Emmanuel Levinas, and political theorist Karl Marx. Helping students consider what sorts of coexistence goals are most and least appropriate for different contexts and why, the course asks questions like: When it comes to opponents, should we be aiming to befriend them or is it sometimes OK to set the bar lower? Should we try to "find common ground" or is it sometimes OK to "agree to disagree"? Is bridge-building always the best goal, or do we sometimes need to learn to live alongside one another without violence but also without bridges? Drawing on an inclusive reading list of BIPOC, Jewish, Islamic, Christian, African, Indigenous, and Japanese traditions, the course delves into Ubuntu principles of coexistence alongside Aztec principles of selfhood, BIPOC principles of justice alongside spiritual and atheist existentialisms, Queer Chicana feminism alongside the practice of Kintsugi, spiritual calls to love alongside political calls to respect, multicultural calls to recognition alongside social justice critiques of such calls, philosophical traditions of friendship alongside critiques of civility, and ancient wisdom traditions hand-in-hand with popular contemporary insights from Brené Brown's work on vulnerability and Harvard's near-century-long study of happiness. The course also explores the dangers of Islamophobia and Antisemitism; includes a visit to the campus' Holocaust Memorial Social Action Site inspired by "radical ethics"; considers new modes of activism; and invites participants into a "Belonging and Expression" framework for navigating possibilities and tensions in important joint calls to social justice and freedom of expression. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is crosslisted with PHIL and JUST.

**PHIL 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, “negritude,” “the wandering Jew,” and “otherness” by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman’s work on the “Jew’s Body” and “Jewish Self-Hatred,” Bernasconi’s work on the phenomenology of race, and discourses of “Other-as-disease” in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course is cross-listed with JUST 2026 and RLGS 2026. This course counts for the AI:Society requirement.

**PHIL 2040 Practical Logic (4 Credits)**

In this course students will learn how to identify and understand real arguments, the kinds of arguments that they confront everyday in the media, textbooks and periodicals, in addition to those made in philosophical writings. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

**PHIL 2050 Jewish Philosophy (4 Credits)**

This course sets out to explore the self and the sacred in Jewish tradition by exploring the nature of faith and reason, the call to ethical response, and the meaning of divine revelation in multiple Jewish philosophical voices across the ages, including Philo, Saadya, Halevi, Maimonides, Soloveitchik, Buber, Rosenzweig, and Levinas. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2050.

**PHIL 2100 Philosophy of Mind (4 Credits)**

Topics include nature of persons, consciousness, criteria of personal identity, the relation between mental and physical, and the role of neuroscience in the study of the mind—epistemological and ethical. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2101 Philosophy of Language (4 Credits)**

What do linguistic expressions mean, and how do we use them to communicate? What value judgments are embedded in linguistic practice? In our study of it? How can logical tools illuminate language? What are the limitations of formalism for modeling meaning and language? How might tools in philosophy of language need to be revised in light of investigating oppression and injustice in linguistic communication? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2110 Classical Greek Philosophy (4 Credits)**

The philosophical thought of classical Greece that developed between about 500 and 300 BCE is the basis of all subsequent European philosophy and, arguably, of European culture itself. Besides its indisputable historical importance, it is also rich in ideas and insights that are as striking and relevant today as they were over 2000 years ago. This course serves as an introduction to this seminal period of philosophy, its historical and cultural context, and in fact, to philosophy itself. In the course, we focus primarily on the teachings of Socrates, the dialogues of his student Plato, and the writings of Plato’s student Aristotle. In addition, we begin by considering the cultural and intellectual context, including the Homeric epics and the tragedies, that enabled such thinkers to arise and concludes with a brief look at the paths Greek philosophy took after the “Golden Age of Greece” has passed. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2111 Greek Moral Philosophy (4 Credits)**

In this course we examine the “Good Life” in the writings of Plato, Aristotle, Epictetus and Lucretius and in selected Greek drama. Questions to be explored are as follows: What is justice? Why should I lead a just life? What is friendship? What is happiness? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2120 Nature & Limits of Human Knowledge (4 Credits)**

A study of both traditional and contemporary answers to the following questions: What is knowledge? How do we acquire it? What is the extent of our knowledge? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2130 Philosophy of Early Modern Age (4 Credits)**

Problems of reason and experience, mechanistic view of human beings, new interpretations of mind from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2140 Kant to Nietzsche (4 Credits)**

German idealism; human beings as self-consciousness; counter-concept of alienated existence; Kant, Hegel, Kierkegaard, Marx, Nietzsche. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2144 20th-Century Philosophy (4 Credits)**

A general overview of prominent 20th-century philosophers and philosophical movements. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2145 Between Deleuze and Foucault (4 Credits)**

Gilles Deleuze and Michel Foucault are widely accepted to be central figures of post-war French philosophy. Philosophers, cultural theorists, and others have devoted considerable effort to the critical examination of the work of each of these thinkers, but despite the strong biographical and philosophical connection between Foucault and Deleuze, very little has been done to explore the relationship between them. This course addresses the critical deficit by providing rigorous comparative discussions of the work of these two philosophers. The relationship between Foucault and Deleuze, however, is as strong as it is disparate: it is perhaps best described as a parallelism. As Deleuze says, "I never worked with Foucault. But I do think there are a lot of parallels between our work (with Guattari) and his, although they are, as it were, held at a distance because of our widely differing methods and even our objectives." While the two were drawn together through their novel readings of Nietzsche, their commitment to a non-teleological theory of history, their activism in contemporary politics (with prisons, '68, Palestine, etc.), their return to the stoics, and a theory of the event, Deleuze and Foucault were often decisively divided in their methods and motivations. Through primary and secondary readings, this course focuses on the similarities and differences in between these two thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2150 Philosophy of Law (4 Credits)**

Principles, aims and methods of legal reasoning (judicial decision making); relationship between legal and moral reasoning. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2160 Symbolic Logic (4 Credits)**

Principles and methods of formal reasoning, their practical and philosophical applications. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Cross listed with MATH 2050.

**PHIL 2180 Ethics (4 Credits)**

Alternative theories of morals and values, ethical problems and solutions offered by classical and contemporary thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2181 Aesthetics & Philosophy of Art (4 Credits)**

Although critical reflection about art goes back at least to Plato, developments both in modern philosophy and in the arts themselves have produced an unprecedented, intense, and ongoing dialogue between artists and philosophers that has deeply affected the practices of both. Just as modern philosophers have come to view the arts as vitally important ways of experiencing and knowing, so modern artists have drawn heavily on philosophical ideas and views in creating their own works. The focus of this course is on some of the major ways in which new developments in the arts have influenced philosophical thought and have, in turn, been influenced by it. In particular, we consider some of the most representative artworks (many contemporary) that have raised the question, "Why is this art?" together with the major philosophical and critical theories that have attempted to respond to this question. Besides discussing specific works of art, we read and discuss some of the major statements and theories about them by both classical and contemporary philosophers, art historians and critics, and the artists themselves. This course is of interest both to students of philosophy wishing to explore contemporary developments in the arts as well as to art and art history students interested in a deeper understanding of the philosophical views that underlie so much modern and contemporary art. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2182 The Making of the Modern World: Science, Art, and Philosophy (4 Credits)**

A combined on-campus/travel course exploring the ways in which the complex interactions among science, the arts, and philosophy served to create and define the 'modern world.' This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2183 Popular Film and Philosophy (4 Credits)**

This course explores philosophy and film in popular culture. Film, like other art forms, deals with profound philosophical questions: What is the nature of reality? What is that we desire? What is God? What is the right thing to do? What is love? Film remains one of the most popular cultural expressions and dramatizations of these questions.

**PHIL 2186 Feminist Ethics: Justice and Care (4 Credits)**

In the late 1950's psychologists began to theorize a notion of human moral development and they created instruments with which to measure such development. By the 1970's there were claims that even well-educated women were—on average—stunted in their moral competence according to these measures. Once a sufficient number of women were engaged in moral theory in both psychology and philosophy, they began to diagnose these theories and instruments as prejudiced by what we would today call 'while, cisgender, male privilege.' The scales were centering a detached notion of justice and equality for all, whereas researchers found that women centered notions of care and engaged in relational (rather than detached) thinking when asked ethical questions. Thus, was born the discipline of Feminist Ethics. While many women (and some men) celebrated the alternative 'ethics of care' over an 'ethics of justice,' others worried that these women had been harmed by their male dominated society and were showing signs of a 'slave mentality' in their moral reasoning that was to be overcome and not celebrated. Predictably (in hindsight), women of color complained that their perspective was not taken into account by these 'caring' white female professors. In this class we will look at this conversation as it unfolded. In the process we will evaluate these theories from a philosophical perspective and see which parts seem most helpful for thinking about current ethical issues. Many or all of the readings were probably written before you were born. In fact, there is very little philosophical literature that labels itself 'feminist ethics' or 'ethics of care' that was written in the 21st century. We will ponder why this is the case. Are these ideas outdated, or have they been sufficiently incorporated into mainstream academic thinking that they no longer wear the label of marginalization? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2200 Social & Political Philosophy (4 Credits)**

Topics covered include the relation of the "social" to the "political," the nature and role of political ideology, issues in democracy and globalization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2260 Philosophical Perspectives on Perception and Reality (4 Credits)**

An examination of the theoretical hypothesis that our perceptions match up with, and therefore give us information about, an external and independent reality (what we call "the physical world"). In order to engage this issue, we look at the philosophical explorations of a number of historical figures in the Western philosophical tradition. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2346 Philosophy of Nature (4 Credits)**

This course will discuss the nature of nature, the ethics of nature, our knowledge of nature, the politics of nature, the history of the philosophy of nature, physics, and aesthetics. We will read, poetry, philosophy, and literature to pose and answer these questions.

**PHIL 2401 Social Justice in a Global Context: Theory and Practice (4 Credits)**

Theories of social justice, beginning with the ancient Hebrews and Greeks and running up through the modern era. The religious sources of these ideas, drawn primarily from the monotheistic faiths of Judaism, Christianity, and Islam, are profiled. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2402 London and Paris: Medieval to Postmodern (4 Credits)**

This is a 3-week summer session course involving one week on campus and two weeks travel to London and Paris. It traces the development of philosophical ideas, politics, social institutions, architecture, and the visual arts from the Middle Ages to the present as they occurred in these two major capitals. Its approach is both historical and comparative and emphasizes understanding and interpreting the contemporary experience of these cities in light of their shared as well as divergent historical paths. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2555 The Philosophy of Technology (4 Credits)**

Serious thought about technology commences with the beginnings of philosophy itself, although it becomes an urgent theme and explicit field of philosophical inquiry only in the 20th century. This course will approach the theme of technology from five perspectives: (1) Historical: How did technology arise as a philosophical concern and how did the development of technology influence thought about it? (2) Metaphysical: What role does technology play in our understanding of 'reality'? Is technology one element among others in what we take to be 'real,' or does it determine our views of 'reality'? (3) Epistemological: What is the relation between science and technology? Is technology a result or application of 'scientific knowledge,' or does technology govern or drive science itself? (4) Ethical/Political: In what ways does technology influence and/or challenge our views about what is 'valuable' about our individual and collective ways of living? Is the development of technology something to be embraced or rejected/limited with respect to human values and aspirations? (5) 'Futurist': Can the 'digital revolution' be understood as continuous with the history of technology itself or does it represent some new metamorphosis of both what it means to be 'human' and of 'reality' itself? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2700 Biomedical Ethics (4 Credits)**

Discussion of some of the most pressing ethical issues engaged by contemporary developments in biology and medicine. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2701 Topics in Philosophy (1-4 Credits)****PHIL 2702 Topics in Philosophy (1-4 Credits)****PHIL 2703 Topics in Philosophy (1-4 Credits)****PHIL 2704 Topics in Philosophy (1-4 Credits)****PHIL 2705 Topics in Philosophy (1-4 Credits)****PHIL 2706 Topics in Philosophy (1-4 Credits)****PHIL 2707 Topics in Philosophy (1-4 Credits)****PHIL 2708 Topics in Philosophy (1-4 Credits)****PHIL 2709 Topics in Philosophy (1-4 Credits)****PHIL 2710 Topics in Philosophy (1-4 Credits)****PHIL 2711 Topics in Philosophy (1-4 Credits)****PHIL 2770 Philosophy of Science (4 Credits)**

This course provides an introduction to some major topics in the philosophy of science focusing on issues concerning what science is and how it works, the scientific method, the objectivity of science and the goal of science. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2785 Environmental Ethics (4 Credits)**

A study of current issues and controversies regarding the natural environment from a variety of philosophical and ethical perspectives, including anthropological, animal rights, "land ethic," deep ecology, eco-feminism, and postmodern approaches.

**PHIL 2988 Study Abroad Resident Credit (0-18 Credits)****PHIL 3000 Plato's Metaphysics (4 Credits)**

A systematic study of Plato's Middle and Late Period Dialogues that focuses on his arguments for the existence of abstract objects and the development of Plato's theory of Forms. Prerequisite: At least Junior standing or permission of instructor.

**PHIL 3003 Plato's Theory of Knowledge (4 Credits)**

A systematic investigation of Plato's treatments of knowledge throughout the dialogues with a focus on the theory of recollection, Forms as objects of knowledge, the relationship between the Forms and perceptual experience, and the challenges posed by notions of true and false belief. Prerequisites: At least Junior standing or permission of instructor.

**PHIL 3005 Cosmopolitics (4 Credits)**

This class will be a close reading of Plato's dialogue Timaeus, with a special focus on the cosmological, theological, and political dimensions of the text.

**PHIL 3010 Great Thinkers: Aristotle (4 Credits)**

A study of Aristotle's central theories and doctrines. Prerequisite: junior standing or instructor's permission.

**PHIL 3011 Great Thinkers: Virginia Woolf (4 Credits)**

In this course we will read Virginia Woolf as a philosopher. We will discuss her philosophy of nature, knowledge, art, politics, science, sensation, gender, and materialism throughout her fiction and non-fiction writings.

**PHIL 3023 Great Thinkers: Maimonides: Politics, Prophecy and Providence (4 Credits)**

Using "The Guide for the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), one of the central figures in medieval philosophy and Jewish thought. Our study includes analyses of his ideas on principles of faith, human perfection, intellectual vs. "imaginational" approaches to truth, pedagogy and politics, reasons for the commandments, the nature of God and divine will, the limits of human knowledge, the mechanics of prophecy, and the parameters and implications of providence. Cross listed with RLGS 3023 and JUST 3023. Prerequisite: junior standing or instructor's permission.

**PHIL 3024 Maimonides: Greek, Islamic, and Christian Encounters (4 Credits)**

Using the "Guide of the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), a central figure in the history of philosophy and in the history of Jewish thought. In this course, we examine in depth the relationship between Maimonides' core ideas and various Greek, Muslim and Christian thinkers, including: Aristotle, Plotinus, al-Farabi, Avicenna (Ibn Sina), al-Ghazali, Averroes (Ibn Rushd), and Aquinas. Topics to be explored include: what is "metaphysics?"; God's unity and essence as existence itself; the mystery of knowing and not knowing God (including a consideration of God's ways as well as "negative theology"--viz. the extent to which we do not know God); God as pure intellect; the nature of the cosmos and the "separate intellects"; creation vs. eternity vs. emanation: philosophical and religious perspectives on the origins of the universe and implications for "living in the world with/out God." In our study, we will also address the methodological implications of cross-religious and cross-language analyses, and how to spot and address (in your own work and in the work of others) tacit cultural biases at play in the interpretive process. Cross listed with JUST 3024 and RLGS 3024. Prerequisite: Junior standing or instructor's permission.

**PHIL 3026 Levinas and the Political (4 Credits)**

Emmanuel Levinas (1906-1995), famous for his arresting insight of "ethics as first philosophy," is a key figure in the histories of phenomenology, metaphysics, and theology. In this class, we examine the implications of Levinas' thought for politics and the political through close readings of his insights on peace, proximity, and justice in such works as "Reflections on the Philosophy of Hitlerism" (1934), Totality and Infinity (1961), Otherwise Than Being or Beyond Essence (1974), and "Peace and Proximity" (1995) in dialogue with key companion works in political thought and political theology, including Benjamin on Divine Violence, Butler on postmodern politics, Connolly on agonism, Critchley on anarchism, Marxist intersections, and Derrida and other "Jewish theologies" of messianistic impossibility. Themes addressed include: Justice; Covenant; Law; the grounding and paradox (or betrayal) of politics-with-ethics; phenomenologies of hospitalities and strangers, friends and enemies; liberalisms, socialisms, fascisms; revolutions and anarchies; agonisms v. antagonisms; impossibility; messianisms without Messiahs; logics of works v. logics of grace; on the role of love v. justice; anarchic grounds; temporalities of covenant and justice; fraternity; forgiveness and its limits; "the 3rd"; rational peace, peace between the wars, and impossible peace. This course is cross-listed: PHIL and JUST. Pre-reqs: This course is open to juniors and seniors except by special permission of the instructor.

**PHIL 3050 Great Thinkers: Hume (4 Credits)**

A detailed study of Hume's "radical" empiricism and its impact on contemporary analytic philosophy. Prerequisite: junior standing or instructor's permission.

**PHIL 3061 Kant's Ethics/Aesthetics/Politics (4 Credits)**

A study of Kant's "value theory" and its historical significance. Prerequisite: junior standing or instructor's permission.

**PHIL 3062 Kant's Epistemology and Logic (4 Credits)**

A study of Kant's theory of knowledge, logic and related issues. Prerequisite: junior standing or instructor's permission.

**PHIL 3063 Kant on Religion (4 Credits)**

A study of Immanuel Kant's major writings on religion and their subsequent influence on theology and the philosophy of religion. Prerequisite: junior standing or instructor's permission. Cross-listed with RLGS 3456.

**PHIL 3070 Great Thinkers: Hegel (4 Credits)**

Hegel's "Phenomenology," later system and place in the history of modern philosophy. Prerequisite: junior standing or instructor's permission.

**PHIL 3075 Marxism (4 Credits)**

This course is a survey in the theoretical and political work influenced by the writings of 19th century philosopher and economist, Karl Marx. The course covers both the historical traditions in Marxism in the 19th, 20th, and 21st century as well as the geographical traditions of these time periods in France, Germany, England, Italy, Russia, China, and America. It is not necessary that students have a prior background in Marx's work, but it is highly recommended. Cross listed with ECON 3075.



**PHIL 3090 Great Thinkers: Heidegger (4 Credits)**

Study of "Being and Time" and related essays by a major 20th-century philosopher. Prerequisite: junior standing or instructor's permission.

**PHIL 3092 Great Thinkers: The Later Heidegger (4 Credits)**

Study of the works of Heidegger after 1930. Prerequisite: junior standing or instructor's permission.

**PHIL 3100 Great Thinkers: Wittgenstein (4 Credits)**

The course introduces students to Ludwig Wittgenstein's two masterworks, the *Tractatus* (1922) and *Philosophical Investigations* (1953), both of which provide fresh, often counterintuitive and conflicting, insights into topics ranging from logic and language to ethics, religion, art and culture. The course explores how the end of the Austro-Hungarian Empire and the pressures of an incipient modernity impacted the style, direction and substance of Wittgenstein's thought, developments that had profound existential and spiritual import for him as he wrestled with the many contradictions of his life and thought. The course concludes with a consideration of the relationship between Wittgenstein's later philosophy and the existential-phenomenology of Martin Heidegger, both of whom insist upon humanity's radical finitude and the pre-ontological understanding (forms of life) that always already conditions and guides our questions about reason, truth, beauty and meaning.

**PHIL 3101 Great Thinkers: Kierkegaard (4 Credits)**

Each year, the philosophy department offers at least two courses in great thinkers. Specific figures may vary from year to year. Cross-listed with RLGS 3102. Prerequisite: 10 hours of Philosophy at the 2000 level or permission of instructor.

**PHIL 3120 Metaphysics (4 Credits)**

In the course of this study, we will cover a broad range of philosophical topics falling within metaphysics, philosophy of language, philosophy of science, and epistemology. Prerequisite: junior standing or instructor's permission.

**PHIL 3130 Knowledge Problems (4 Credits)**

Problems in the foundations and justifications of claims to knowledge. Prerequisite: junior standing or instructor's permission.

**PHIL 3146 Great Thinkers: Levinas (4 Credits)**

Emmanuel Levinas (1906-1995), famous for his arresting and original idea of "ethics as first philosophy," is an important figure in the histories of phenomenology, metaphysics, and theology. In this course, we set out to explore Levinas' insights on ethics, alterity, and infinity, including the connection of his ideas to Plato, Descartes, Kant, and Husserl, as well as his critical responses to Heidegger and his positive contributions to Derrida. In this course, we work through Levinas' two major works, *Ethics and Infinity* and *Otherwise Than Being or Beyond Essence*, as well as a number of shorter writings—including material from his Talmudic commentaries. Themes to be covered include: Being, Goodness, Risk, Ethics, Alterity, Transcendence, Law, Judaism, Gift, Forgiveness, Politics, Theology, and Justice. This course is cross-listed with JUST 3146.

**PHIL 3152 Philosophy Meets Mysticism: A Greek, Jewish and Islamic Neoplatonic Journey (4 Credits)**

Neoplatonism is a unique genre—somewhere between philosophy and mysticism. In this course, we investigate some of the leading themes of Neoplatonism, tracing the Greek ideas of Plotinus (the third century "father of Neoplatonism") into later Jewish and Islamic textual traditions. As part of our journey, we will investigate a host of philosophical writings, including the *Theology of Aristotle* and the *Liber de Causis*, as well as works by Plato, Plotinus, Proclus, Ibn Tufayl, Acemenna, Isaac Israeli, Solomon Ibn Gabirol, and Abraham Ibn Ezra. Themes to be covered include emanation and creation, apophatic discourse, divine desire, the theological significance of imagination, inward reflection and the call to virtue. Prerequisite: junior standing or instructor's permission. Cross listed with JUST 3152.

**PHIL 3175 Morality and the Law (4 Credits)**

A systematic study of various elements of the relation between law and morality. Are we obligated to obey every law the government enacts? Why? If we do have an obligation to obey the law, are civil disobedients like Martin Luther King, Jr. justified in disobeying the law? Are immoral laws, laws at all, or must a law connect with some higher moral truth to have any authority? To what extent is it morally permissible for the law to restrict our personal freedoms? To what extent is it morally permissible for the law to enforce morality in general? If it is not permissible for the law to enforce morality, do we incur any obligation to obey the law? Prerequisite: junior standing or instructor's permission.

**PHIL 3178 Metaethics (4 Credits)**

This course systematically and critically examines the metaphysical, semantic, and epistemic issues central to the study of metaethics. Do moral properties exist? If so, how are they related to natural properties? Do moral properties exist independent of human agency, or do we construct morality? If moral properties exist, how can we come to have justified belief about them? Is it possible to know that a moral belief is true? Doesn't the phenomenon of widespread, intractable disagreement about moral matters establish that there are no objective moral truths? Is the process of gaining scientific knowledge really that different from the process of gaining moral knowledge? Prerequisite: junior standing or instructor's permission.

**PHIL 3179 Virtue Ethics (4 Credits)**

Virtue ethics purportedly provides a distinct approach to moral deliberation, moral reasoning, moral decision-making, and moral justification. This course is a systematic study of the nature of virtue ethics, the nature of a virtue, and the alleged superiority of virtue ethics over its more familiar consequentialist and deontological alternatives. We also study various responses to the following questions: Have moral psychologists generated any valuable studies on the nature of virtue? What virtues ought we to endorse? At least Junior standing required or permission of the instructor.

**PHIL 3185 Philosophy of Action and Agency (4 Credits)**

Wittgenstein once asked, "What is left over if I subtract the fact that my arm goes up from the fact that I raise my arm?" Understanding the difference between mere happening and an intentional action became central to the philosophical investigation of action and agency in the 20th century. In this course we examine this distinction and why it should matter to us. Our topics include intentional action, the causal theory of action, the metaphysics of action, agent causation, basic action, acting and trying to act, intentions, weakness of will, strength of will, and mental action. Requires junior standing or permission of instructor.



**PHIL 3201 Wittgenstein, Quine, & Kripke on Necessity and a Priori Knowledge (4 Credits)**

A study of Wittgenstein, Quine, and Kripke on the nature of necessity, a priori knowledge and their relation to understanding philosophy. Prerequisite: junior standing or instructor's permission.

**PHIL 3210 Philosophy of Movement (4 Credits)**

Everything is in motion. Yet, philosophers have consistently considered motion to be a derivative or secondary form of being. Why? What are the political and metaphysical consequences of marginalizing motion in the history of philosophy? The aim of this class is to read the history of philosophy with a unique focus on the status of movement and motion from the ancient to contemporary period.

**PHIL 3211 Contemporary Pol Philosophy (4 Credits)**

This class focuses primarily on the philosophical problems generated by thinking about political authority and justice. We discuss the nature of political authority, justice, rights, equality and the role of property in a modern state.

**PHIL 3212 Philosophy and Mythology (4 Credits)**

Before philosophy there was the myth of chaos. In this class we will read the oldest recorded myths in the world to see how their vision of cosmogonic chaos gave birth to form and order. We will track the birth, rise, and fall of creation stories from chaos and identify what may have caused these major shifts, including the rise of philosophy, the state, and imperialism. Specifically we will read the earliest Egyptian, Mesopotamian, Indian, Greek, and Chinese creation stories.

**PHIL 3215 Modern Jewish Philosophy (4 Credits)**

Prerequisite: junior standing or instructor's permission. Cross listed with JUST 3215.

**PHIL 3333 Logic, Language, and Metaphysics (4 Credits)**

This course provides a systematic exploration of the foundations of contemporary philosophy—namely, logic and language—and their metaphysical implications. The class can be divided in three broad modules. Our starting point is the collapse of Kant's system due to staggering discovering in physics and geometry. Next, we shall discuss the subsequent development of mathematical logic and the philosophy of language in the work of Frege, Russell, Tarski, and Goedel. The last portion is devoted to philosophical applications of these logical results in the field of metaphysics. Specifically, we shall explore the work of Carnap, Quine, and Kripke. Junior or senior standing required (or instructor permission).

**PHIL 3445 Cultural Theory and Critique (4 Credits)**

This course will provide an overview of the major theories of culture and cultural critique, as well as a consideration of some of the major controversies and recent developments in this field. It will proceed roughly chronologically, beginning with liberal humanist critique and continuing with hermeneutics, materialist and Marxist critique, psychoanalysis, the Frankfurt School, structuralism, post-structuralism, and contemporary British cultural studies. It will also consider more recent developments, such as feminist critique, GLBT critique, and postcolonialism. While the approach will be mainly philosophical, implications for other areas such as literature, art, emergent media, religion, and politics will also figure in the discussions, so it is appropriate for students in many fields, not just philosophy. Prerequisite: Junior standing or permission of the instructor. Note that this course will serve as a foundational offering for students interested in participating in the Critical Theory specialization.

**PHIL 3446 Philosophy in the American Tradition (4 Credits)**

The course introduces students to the thought of the three premier American Transcendentalist writers: Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. These three writers—by turns friends, rivals, neighbors, and even housemates in nearby Concord, Massachusetts—created what Emerson called “a poetry and philosophy of insight and not of tradition” and laid the foundations for American philosophy and literature as we know it today. They also led the first countercultural movement in American history, advocating causes as varied as environmentalism, abolitionism, women's rights, and the “higher law” of the individual conscience in an age of unbridled capitalism and populism. We will consider the Transcendentalists as both writers and reformers, examining their calls for a uniquely American literature and their romantic sacralization of nature as well as their deep commitment to reform and their engagement with the turbulent politics of their time. In the final weeks of the course, we will explore the Transcendentalists' profound influence on American cultural history, ranging from their contemporaries (Frederick Douglass, Walt Whitman, Emily Dickinson, and Nathaniel Hawthorne) to ours (Marilynne Robinson, Terrence Malick, and W. S. Merwin).

**PHIL 3448 Theory of the Subject: From Hegel to Zizek (4 Credits)**

The great French philosopher Michel Foucault in his Collège de France lectures in the early 1980s characterized the theory of the subject as the very key to the development both of Western philosophy and Western thinking in general. This course will explore Foucault's thesis with reference to different theoretical models of subjectivity and “subjectification” (as Jacques Lacan calls it). It will do so through close readings of selections from the works of G.W.F. Hegel, Søren Kierkegaard, Lacan, Alain Badiou, and Slavoj Žižek as well as select portions of Foucault's 1981-82 lectures entitled *The Hermeneutics of the Subject*. This course is cross-listed with RLGS 3448.

**PHIL 3450 Phenomenology and Theology (4 Credits)**

Cross listed with RLGS 3455. Prerequisite: junior standing or instructor's permission.

**PHIL 3460 Nietzsche & the Death of God (4 Credits)**

This course involves an intensive reading and discussion of Friedrich Nietzsche's 'Thus Spake Zarathustra,' together with relevant associated materials, especially 'The Gay Science.' Prerequisite: junior standing or instructor's permission. Cross listed with RLGS 3460.

**PHIL 3465 Derrida and Postmodernism (4 Credits)**

Cross listed with RLGS 3465. Prerequisite: junior standing or instructor's permission.

**PHIL 3466 Contemporary Continental Philosophy (4 Credits)**

A critical study of current trends in European philosophy, focusing on such thinkers as Deleuze, Badiou, Zizek, Meillassoux, or Laruelle. Prerequisite: junior standing or instructor's permission.

**PHIL 3610 Advanced Topics in Philosophy, Psychology, and Cognitive Science (4 Credits)**

This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, psychology, and cognitive science. More specifically, our main goal is to engage in a critical discussion of how the study of the mind requires an interdisciplinary approach that integrates empirical findings with conceptual and philosophical theorizing. Cross listed with PSYC 3610. Prerequisites: PSYC 1001 and junior standing (or instructor approval).

**PHIL 3611 The Boundaries of Scientific Knowledge: A Philosophical Exploration (4 Credits)**

Despite its staggering successes, public trust in science is disquietingly low. What has gone wrong? Why is a substantive portion of the population unwilling to trust the advice of specialists? A central problem lies in the tendency of scientists, philosophers, and various pundits to hype, bloat, and overemphasize the promises and results of scientific research. This leads to scientism, broadly conceived as the imperialist tendency to reduce all knowledge to scientific knowledge. But what exactly is scientism? Despite the pejorative connotation of the term, is it an intellectual sin or a virtue? The aim of this course is to map the terrain, exploring various dimensions of scientism, and how it affects the public dimensions of scientific research and its relation to the humanities, religion, and other domains of knowledge, culture, and society.

**PHIL 3612 AI and Robotics (4 Credits)**

In this interdisciplinary seminar we will discuss foundational issues regarding artificially intelligent systems. We will seek to understand how recent advances in AI research bear on our understanding of the nature of the mind, intelligence, agency, rationality, and consciousness. We will also discuss how philosophical advances can advance empirical progress. Additionally, we will discuss some barriers to progress that these technologies might pose. In particular, we will be focused on three groups of questions: 1. What special opportunities and challenges are presented by deep neural net and deep learning technology regarding building and understanding artificially minded intelligent agents? 2. What is the role of the body and environment in producing intelligence? 3. Deep neural net algorithms are already commonly used to predict recidivism rates, diagnose illnesses, and make advertising more effective. In what ways might such algorithms be approaching human or animal intelligence, or shed light on such intelligence? In what ways might human and animal intelligence be importantly different? In what ways might contemporary intelligence research perpetuate injustice and oppression? This seminar is designed to be interdisciplinary, and I welcome students working in philosophy, robotics/AI, and cognitive science who want to work hard and dig deeper. There are no strict prerequisites, but some background knowledge in relevant disciplines will be highly useful.

**PHIL 3618 Philosophy of Biology (4 Credits)**

A survey of conceptual issues that lie at the intersection of biology and philosophy: the central concepts of evolutionary theory (such as natural selection, fitness, adaptation and function), the relation of biology to other "lower" sciences (can it be reduced to physics and chemistry?), whether there are genuine scientific laws in biology, and the relation between biology and other fields like cognitive science and ethics. At least Junior standing required.

**PHIL 3620 Philosophical Perspectives on Economics and Social Sciences (4 Credits)**

This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, economics, and the social sciences. More specifically, the main goal is to engage in a critical discussion of how sciences such as psychology, sociology, and neuroscience can challenge and modify the foundations and methodology of economic theories. The course is structured around three broad modules. After a brief introduction, we begin by discussing the emergence of rational choice theory which constitutes the foundation of classical and neoclassical economics and present some paradoxical implications of expected utility theory. The second module focuses on the relationship between economics and psychology. More specifically, we examine the emergence of behavioral economics, the study of the social, cognitive, and emotional factors on the economic decisions of individuals and institutions and their consequences for market prices, returns, and resource allocation. Finally, the third module focuses on the implications of neuroscience on decision making. We discuss some recent developments in neuroeconomics, a field of study emerged over the last few decades which seeks to ground economic theory in the study of neural mechanisms which are expressed mathematically and make behavioral predictions.

**PHIL 3699 Proseminar in Philosophy (4 Credits)**

Philosophy is a diverse discipline with various subfields, most of which are becoming increasingly specialized and methodologically autonomous. Specialization is often (rightly) perceived as an indicator of disciplinary progress and intellectual development. However, it is important that students of philosophy pursue breadth as well as depth. The goal of this course is to provide an overview of a series of seminal texts in philosophy, from a variety of subfields, epochs, and traditions. Each weekly meeting is devoted to the presentation, analysis, and discussion of a text that any student of philosophy should read at some point in her or his career. Requires junior standing or instructor's permission.

**PHIL 3700 Topics in Philosophy (1-4 Credits)**

Prerequisite: junior standing or instructor's permission.

**PHIL 3701 Topics in Philosophy (1-4 Credits)**

Prerequisite: junior standing or instructor's permission.

**PHIL 3702 Topics in Philosophy (1-4 Credits)**

Prerequisite: 10 hours of Philosophy at 2000 level or permission of instructor.

**PHIL 3703 Topics in Philosophy (1-4 Credits)**

Prerequisite: 10 hours of Philosophy at 2000 level or permission of instructor.

**PHIL 3704 Topics in Philosophy (1-4 Credits)**

Prerequisite: 10 hours of Philosophy at 2000 level or permission of instructor.

**PHIL 3988 Study Abroad Resident Credit (0-18 Credits)****PHIL 3991 Independent Study (1-8 Credits)****PHIL 3995 Independent Research (1-8 Credits)****PHIL 3999 Philosophy Assessment (0 Credits)**

This course involves a required assessment of graduating philosophy majors' knowledge of the discipline based on coursework taken after completing 75% of their coursework. It is available to anyone who has completed at least 30 credits of philosophy courses and is required for graduation.

## Physics and Astronomy

Office: Physics Building, Room 211

Mail Code: 2112 E. Wesley Ave. Denver, CO 80208

Phone: 303-871-2238

Web Site: <https://physics.du.edu/>

The study of physics and astronomy is for anyone who wants to explore the workings of the natural world on scales from the subatomic to the cosmic. The department offers courses of study that can lead either to the BS (for those desiring more rigorous scientific coursework) or the BA (for those needing more flexibility in choosing courses, especially in combination with a non-science major). The BS degree offers three concentrations in the physics major (biological physics, computational physics, and nanophysics) that include additional interdisciplinary coursework from other science and engineering programs. Because of their training in critical thinking, physics and astronomy students acquire an excellent background for a wide variety of careers, including scientific research, medicine, law, finance, information technology, computer science, engineering, scientific or technical writing, K-12 teaching and public education through museums or planetariums. A minor in physics, astrophysics or medical physics is a valuable addition to many majors and is attractive to employers. Moreover, our majors can pursue a 4+1 dual degree, BS in physics with MS in mechanical or electrical engineering.

The department underwent a strong expansion with nine tenure-track and two teaching professor positions filled since 2006. Our diverse and dynamic faculty of 12 includes four women and come from seven different countries. The program is recognized by the APS among US PhD-granting departments for our high percentage (50%) of female graduates: placing second nationally at the undergraduate level and third at the graduate level (American Physical Society data for the period 2011-2013). We contribute 30% more physics bachelor's degrees to the university STEM graduates than the national average (American Physical Society data for the period 2015-2017). Our low student-to-faculty ratio enables us to provide research opportunities to all undergraduate majors, and our small class size facilitates individualized instruction and academic advising. We also have an award-winning chapter of the Society of Physics Students that actively contributes to our community-building and outreach efforts. Our graduates go on to graduate, law or medical school, or pursue careers in industry, business, medical research, teaching, and the military.

## Physics Majors

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

52 credits of physics, 35 must be above PHYS 1999. Requirements include the following:

Code	Title	Credits
<b>Physics Requirements</b>		
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1213	University Physics III	5
PHYS 2251	Modern Physics I	4
PHYS 2252	Modern Physics II	4
PHYS 2260	Modern Physics Lab	1
PHYS 2259	Uncertainty and Error Analysis	2
PHYS 3100	Senior Seminar	2
PHYS 3111	Quantum Physics I	4
PHYS 3510	Analytical Mechanics I	4
PHYS 3611	Electromagnetism I	4
PHYS 3841	Thermal Physics I	4
Upper division courses above PHYS 1999		8
<b>Total Credits</b>		<b>52</b>

**Additional Requirements**

Code	Title	Credits
<b>Mathematics</b>		
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
MATH 2070	Introduction to Differential Equations	0-4
<b>Total Credits</b>		<b>12-16</b>

**Bachelor of Science Major Requirements**

(183 credits required for the degree (p. 95))

60 credits of physics, 45 must be above PHYS 1999.<sup>1</sup> Requirements include:<sup>2</sup>

Code	Title	Credits
<b>Physics Requirements</b>		
PHYS 1211	University Physics I	5
PHYS 1212	University Physics II	5
PHYS 1213	University Physics III	5
PHYS 2251	Modern Physics I	4
PHYS 2252	Modern Physics II	4
PHYS 2260	Modern Physics Lab	1
PHYS 2259	Uncertainty and Error Analysis	2
PHYS 2311	Intermediate Lab I	2
PHYS 2312	Intermediate Lab II	2
PHYS 3100	Senior Seminar <sup>3</sup>	2
PHYS 3111	Quantum Physics I	4
PHYS 3112	Quantum Physics II	4
PHYS 3510	Analytical Mechanics I	4
PHYS 3611	Electromagnetism I	4
PHYS 3612	Electromagnetism II	4
PHYS 3841	Thermal Physics I	4
Upper division courses above PHYS 1999 <sup>4</sup>		4
<b>Total Credits</b>		<b>60</b>

<sup>1</sup> May include PHYS 3991 Independent Study and PHYS 3995 Independent Research.<sup>2</sup> Students pursuing concentrations will take at least 10 extra credits beyond the required 45 credits above PHYS 1999.<sup>3</sup> Senior Thesis required for Distinction in Physics.<sup>4</sup> May not include PHYS 2050 Ways of Seeing and Sensing: Astrophysics**Additional Requirements**

Code	Title	Credits
<b>Mathematics</b>		
MATH 1951	Calculus I	4
MATH 1952 or MATH 1962	Calculus II Honors Calculus II	4
MATH 1953 or MATH 1963	Calculus III Honors Calculus III	4
MATH 2070	Introduction to Differential Equations	4
MATH 2080	Calculus of Several Variables	4

**Select one sequence from the following (at least 4 credits):**

CHEM 1010 & CHEM 1240	General Chemistry I and General Chemistry I Laboratory	4
or BIOL 1010 & BIOL 1020	Physiological Systems and Physiological Systems Lab	
or BIOL 1011 & BIOL 1021	Evolution, Heredity and Biodiversity and Evolution, Heredity and Biodiversity Lab	

**Concentrations in The Physics Major**

All three concentrations are only available in combination with the BS degree. The concentrations require at least additional 3 courses totaling not less than 10 credits (i.e. in addition to the 45 credits of 1999+ PHYS coursework already required), which may include some courses in other departments. All courses that are applied to the concentrations in the physics major may also be applied to the minors and majors in other departments. Other courses may be substituted for the concentration as approved by the department on a case-by-case basis. PHYS 3100 Senior Seminar Term Paper in a field related to the concentration is required. (Senior Seminar will preferably be taken in the Fall Quarter of the Senior year.)

**Biological Physics Concentration Requirements**

Code	Title	Credits
PHYS 3850	Foundations of Biophysics	3
Plus a minimum of 2 additional courses from the following list: <sup>1</sup>		
PHYS 2300	Physics of the Body	
PHYS 2340	Medical Imaging Physics	
PHYS 3350	Physics and Information	
PHYS 3711	Optics I	
PHYS 3860	Numerical and Computational Methods in Physics	
BIOL 2120	Cell Structure and Function	
BIOL 3150	Intracellular Dynamics	
BIOL 3160	Biophysics: Ion Channels & Disease	
BIOL 3640	Introductory Neurobiology	
BIOL 4150	Special Topics in Adv Biology	
CHEM 2451 & CHEM 2461	Organic Chemistry I and Organic Chemistry Lab I	
CHEM 3610	Physical Chemistry I	

<sup>1</sup> At least one course from this list must be a BIOL or CHEM course.

**Computational Physics Concentration Requirements**

Code	Title	Credits
PHYS 3860	Numerical and Computational Methods in Physics	4
Plus a minimum of 2 additional courses from the following list:		
COMP 1671	Introduction to Computer Science I	
COMP 1672	Introduction to Computer Science II	
COMP 2673	Introduction to Computer Science III	
PHYS 2400	Introduction to Quantum Computing	
PHYS 3350	Physics and Information	

**Nanophysics Concentration Requirements**

Code	Title	Credits
PHYS 2710	The Nanoscale Physics of Energy, Information, and Environment	4
Plus a minimum of 2 additional courses from the following list:		
ENGR 3200	Introduction to Nanotechnology	
ENME 2410	Materials Science I	
ENME 2651	Fluid Dynamics I	
PHYS 2400	Introduction to Quantum Computing	
PHYS 3320	Introduction to Quantum Materials	
PHYS 3350	Physics and Information	

PHYS 3720	Light-Matter Interaction
PHYS 3860	Numerical and Computational Methods in Physics
PHYS 4100	Foundations of Biophysics
PHYS 4411	Advanced Condensed Matter I
PHYS 4412	Advanced Condensed Matter II

## Physics Minor

### Minor Requirements

At least 20 credits, including the following:

Code	Title	Credits
One year of introductory physics: <sup>1</sup>		14-15
PHYS 1111 & PHYS 1112 & PHYS 1113	General Physics I and General Physics II and General Physics III	
or		
PHYS 1211 & PHYS 1212 & PHYS 1213 or PHYS 1214	University Physics I and University Physics II and University Physics III University Physics III for Engineers	
Two physics courses above PHYS 1999, excluding PHYS 2050 Ways of Seeing and Sensing: Astrophysics, PHYS 4750 Seminar in Physics, Independent Study and Independent Research <sup>2</sup>		6-8
<b>Total Credits</b>		<b>20-23</b>

<sup>1</sup> or equivalent.

<sup>2</sup> Science majors should consider taking PHYS 2251 Modern Physics I and PHYS 2252 Modern Physics II.

## Astrophysics Minor

### Minor Requirements

20 credits required.

Students must complete one year of calculus-based introductory physics (PHYS 1211 University Physics I, PHYS 1212 University Physics II and either PHYS 1213 University Physics III or PHYS 1214 University Physics III for Engineers) OR algebra-based introductory physics (PHYS 1111 General Physics I, PHYS 1112 General Physics II and PHYS 1113 General Physics III) prior to beginning this minor.

Code	Title	Credits
At least 20 credits from the following list:		20
PHYS 2050	Ways of Seeing and Sensing: Astrophysics	
PHYS 2051	Bio-Astronomy of Solar Systems	
PHYS 2052	Stellar Physics	
PHYS 2053	Galaxies and Cosmology	
PHYS 2061	Telescopes and Instrumentation	
PHYS 2062	Astronomy with Digital Cameras	
PHYS 2063	Observing & Data Analysis	
PHYS 2830	Natural Optics	
PHYS 2991	Independent Study	
PHYS 2995	Independent Research	
PHYS 3251	Astrophysics: Radiative Processes	
PHYS 3252	Astrophysics: Observations	
PHYS 3254	Astrophysics: Stars	
PHYS 3255	Astrophysics: Black Holes, Cosmology, and Relation to Other Systems	
PHYS 3270	Workshop: Practical Astronomy	
PHYS 3711	Optics I	
PHYS 3870	Special and General Relativity	



PHYS 3991	Independent Study (or)
PHYS 3995	Independent Research

## Medical Physics Minor

### Minor Requirements

At least 20 credits of physics. Requirements include the following:

Code	Title	Credits
Select one of the following sequences:		14-15
PHYS 1111 & PHYS 1112 & PHYS 1113	General Physics I and General Physics II and General Physics III	
PHYS 1211 & PHYS 1212 & PHYS 1213 or PHYS 1214	University Physics I and University Physics II and University Physics III University Physics III for Engineers	
Plus:		
PHYS 2300	Physics of the Body	3
PHYS 2340	Medical Imaging Physics	3
<b>Total Credits</b>		<b>20</b>

## Dual Degrees

The Bachelor of Science in Physics/Master of Science in Engineering (BS/MS) program allows a student to complete both a BS in physics and an MS in Engineering in only five years. This is an attractive option for those who want to combine a strong theoretical background with experience in engineering applications. For more information, please contact a Physics and Astronomy advisor as early as possible upon matriculation.

### Distinction in the Physics Major

A graduating Physics major may be awarded distinction in the Physics major if he or she meets the following requirements:

1. Minimum 3.25 GPA in both Physics and Mathematics courses
2. Six credit hours of PHYS coursework at the 3000+ level beyond their degree requirements
3. A senior thesis report that approximates a journal-submission quality document
4. A poster or other presentation of senior thesis work at DU's Undergraduate Symposium (held annually in May) or equivalent
5. Community service or public outreach experience (which can include participation in Society of Physics Students)

Individualized distinction options can be proposed for approval by the department.

## Bachelor of Arts in Physics and Astronomy

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
PHYS 1200		2 WRIT 1122		4 WRIT 1133	4
MATH 1951	4	PHYS 1211		5 PHYS 1212	5
FSEM 1111	4	MATH 1952		4 MATH 1953	4
Language sequence		4 Language sequence		4 Language sequence	4
	14		17		17

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
PHYS 1213	5	PHYS 2251		4 PHYS 2252	4
AI Society or SI Society <sup>1</sup>	4	PHYS 2259		2 PHYS 2260	1
SI Society or AI Society <sup>1</sup>	4	MATH 2070		0-4 SI Society or AI Society <sup>1</sup>	4
Elective/Minor Requirements		4 AI Society or SI Society <sup>1</sup>		4 Elective/Minor Requirements	8
	17		10-14		17

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
Minor/Elective requirements as needed	16	PHYS 3510 <sup>2</sup>	4	PHYS Elective <sup>3</sup>	4
This is the best quarter for physics majors to study abroad		PHYS 3611 <sup>2</sup>	4	Minor/Elective requirements as needed	12
		Minor/Elective requirements as needed	8		
	<b>16</b>		<b>16</b>		<b>16</b>

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
ASEM	4	PHYS 3111 <sup>2</sup>	4	PHYS Elective <sup>3</sup>	4
PHYS 3100	2	PHYS 3841 <sup>2</sup>	4	Minor/Elective requirements as needed	8
Minor/Elective requirements as needed	8	Minor/Elective requirements as needed	8		
	<b>14</b>		<b>16</b>		<b>12</b>

**Total Credits: 183-187**

<sup>1</sup> Analytical Inquiry-Society and Scientific Inquiry-Society courses may be taken in any order.

<sup>2</sup> PHYS 3510 *Analytical Mechanics I* and PHYS 3611 *Electromagnetism I* are offered every other year. PHYS 3111 *Quantum Physics I* and PHYS 3841 *Thermal Physics* are offered in the alternating years. Either set of courses may be taken first.

<sup>3</sup> Recommended electives include PHYS 2311 *Intermediate Lab I*, PHYS 3112 *Quantum Physics II*, PHYS 3520 *Analytical Mechanics II*, and PHYS 3612 *Electricity & Magnetism II*. BA students may also enroll in any elective PHYS course, and PHYS 3991 *Independent Study* or PHYS 3995 *Independent Research*; credits for these courses are variable. Graduate-level courses in physics may also count as physics electives with permission.

## Bachelor of Science in Physics and Astronomy

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
PHYS 1200	2	WRIT 1122	4	WRIT 1133	4
MATH 1951	4	PHYS 1211	5	PHYS 1212	5
FSEM 1111	4	MATH 1952	4	MATH 1953	4
CHEM 1010 <sup>1</sup>	3	Language sequence	4	Language sequence	4
CHEM 1240 <sup>1</sup>	1				
Language sequence	4				
	<b>18</b>		<b>17</b>		<b>17</b>

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
PHYS 1213	5	PHYS 2251	4	PHYS 2252	4
AI Society or SI Society <sup>2</sup>	4	PHYS 2259	2	PHYS 2260	1
AI Society or SI Society <sup>2</sup>	4	MATH 2070	0-4	MATH 2080	4
Elective/Minor Requirements	4	AI Society or SI Society <sup>2</sup>	4	SI Society or AI Society <sup>2</sup>	4
			Minor requirement/Elective		4
	<b>17</b>		<b>10-14</b>		<b>17</b>

**Third Year**

Fall	Credits	Winter	Credits	Spring	Credits
PHYS 2311	2	PHYS 2312	2	PHYS 3612	4
This is the best quarter for physics majors to study abroad	16	PHYS 3510 <sup>3</sup>	4	PHYS Elective <sup>4</sup>	4
		PHYS 3611	4	Minor or concentration requirements as needed	8
		Minor or concentration requirements as needed	4		
	<b>18</b>		<b>14</b>		<b>16</b>

**Fourth Year**

Fall	Credits	Winter	Credits	Spring	Credits
PHYS 3100	2	PHYS 3111 <sup>3</sup>	4	PHYS 3112 <sup>3</sup>	4
PHYS 3995 <sup>5</sup>	1-10	PHYS 3841 <sup>3</sup>	4	PHYS 3995 <sup>5</sup>	1-10
Minor or concentration requirements as needed	4	PHYS Elective <sup>4</sup>	4	PHYS Elective <sup>4</sup>	4
		Minor or concentration requirements as needed	4	Minor or concentration requirements as needed	
	<b>7-16</b>		<b>16</b>		<b>9-18</b>

**Total Credits: 183-198**

<sup>1</sup> BIOL 1010 and 1020 (normally offered in winter and spring) or BIOL 1011 and 1021 (normally offered in winter) may be taken instead of CHEM 1010 and 1240.

<sup>2</sup> Analytical Inquiry-Society and Scientific Inquiry-Society courses may be taken in any order.

<sup>3</sup> PHYS 3510/3520 *Analytical Mechanics I,II* and PHYS 3611/3612 *Electromagnetism I/II* are offered every other year. PHYS 3111/3112 *Quantum Physics I/II* and PHYS 3841 *Thermal Physics* are offered in the alternating years. Either set of courses may be taken first.

<sup>4</sup> One Physics elective course must be taken to fulfill the required total of 60 PHYS credits. Our department offers several elective courses, usually in alternating years. Undergraduates may also enroll in graduate-level courses in physics with permission.

<sup>5</sup> BS students will often enroll in PHYS 3991 *Independent Study* or PHYS 3995 *Independent Research* as part of their work toward the senior thesis. Credits for these courses are variable.

#### **PHYS 1011 21st-Century Physics and Astronomy I (4 Credits)**

First class in a three-quarter sequence that explores the meaning of discoveries in our physical world in terms of astronomy and astrophysics, and how they shape modern research into our knowledge of the nature of the universe. In this course sequence, students (1) survey the fundamentals of the cutting-edge astronomy and astrophysics and (2) learn how physics works in explaining varieties of observed astronomical phenomena that encompass the origin and evolution of the universe and its contents—from galaxies to stars and planets. In this way students become familiar with the essential concepts of modern physics in terms of astronomy and astrophysics. Lab fee associated with these courses. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

#### **PHYS 1012 21st-Century Physics and Astronomy II (4 Credits)**

Second class in a three-quarter sequence that explores the meaning of discoveries in our physical world in terms of astronomy and astrophysics, and how they shape modern research into our knowledge of the nature of the universe. In this course sequence, students (1) survey the fundamentals of the cutting-edge astronomy and astrophysics and (2) learn how physics works in explaining varieties of observed astronomical phenomena that encompass the origin and evolution of the universe and its contents—from galaxies to stars and planets. In this way students become familiar with the essential concepts of modern physics in terms of astronomy and astrophysics. Lab fee associated with these courses. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

#### **PHYS 1013 21st-Century Physics and Astronomy III (4 Credits)**

Third class in a three-quarter sequence that explores the meaning of discoveries in our physical world in terms of astronomy and astrophysics, and how they shape modern research into our knowledge of the nature of the universe. In this course sequence, students (1) survey the fundamentals of the cutting-edge astronomy and astrophysics and (2) learn how physics works in explaining varieties of observed astronomical phenomena that encompass the origin and evolution of the universe and its contents—from galaxies to stars and planets. In this way students become familiar with the essential concepts of modern physics in terms of astronomy and astrophysics. Lab fee associated with these courses. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

#### **PHYS 1050 Descriptive Astronomy (4 Credits)**

Introduction to the cosmos, including stars, galaxies, and origin and fate of universe; constellations and observing techniques. Includes laboratory and observing sessions at Chamberlin Observatory's 20-inch refractor telescope.

#### **PHYS 1070 Solar System Astronomy (4 Credits)**

Introduction to advances in knowledge of atmospheres, surfaces and interiors of other planets in our solar system and elsewhere; emphasis on interpretation and significance of discoveries for the nonspecialist. Includes observing at Chamberlin Observatory. Recommended Prerequisite: PHYS 1050.

#### **PHYS 1090 Cosmology (4 Credits)**

Companion to PHYS 1070. Discoveries of modern era concerning stars, galaxies, and origin and fate of universe, to aid appreciation of new discoveries. Open to majors and non-majors in the sciences. Includes scheduled observing at Chamberlin Observatory. Recommended Prerequisite: PHYS 1050.

#### **PHYS 1111 General Physics I (5 Credits)**

This is the first of a three-quarter sequence for students in any Natural Science and Mathematics field of study. The course stresses physics concepts rather than equation derivation as in the calculus-based course (PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214). Algebra and trigonometry are used regularly to solve problems and make predictions. Includes topics in mechanics (kinematics, dynamics) including forces, one and two dimensional motion, work, energy and momentum. The course includes a rigorous algebra-based laboratory that exposes students to a broad range of the real physical phenomena investigated using equipment as well as computerized instrumentation and data acquisition techniques. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: high school algebra, trigonometry. Students majoring in physics or engineering are required to take PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214. Lab fee associated with this course.

**PHYS 1112 General Physics II (5 Credits)**

This is the second of a three-quarter sequence for students in any Natural Science and Mathematics field of study. The course stresses physics concepts rather than equation derivation as in the calculus-based course (PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214). Algebra and trigonometry are used regularly to solve problems and make predictions. Includes topics in rotational motion, torque, vibrations, fluids, heat and thermodynamics, kinetic theory, and particles and matter waves. The course includes a rigorous algebra-based laboratory that exposes students to a broad range of the real physical phenomena investigated using equipment as well as computerized instrumentation and data acquisition techniques. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: high school algebra, trigonometry, PHYS 1111. Students majoring in physics or engineering are required to take PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214. Lab fee associated with this course.

**PHYS 1113 General Physics III (5 Credits)**

This is the third of a three-quarter sequence for students in any Natural Science and Mathematics field of study. The course stresses physics concepts rather than equation derivation as in the calculus-based course (PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214). Algebra and trigonometry are used regularly to solve problems and make predictions. Includes topics in rotational motion, torque, vibrations, fluids, heat and thermodynamics, kinetic theory, and particles and matter waves. The course includes a rigorous algebra-based laboratory that exposes students to a broad range of the real physical phenomena investigated using equipment as well as computerized instrumentation and data acquisition techniques. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: high school algebra, trigonometry, PHYS 1112. Students majoring in physics or engineering are required to take PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214. Lab fee associated with this course.

**PHYS 1200 Physics Preparatory (2 Credits)**

This course is strongly recommended to everyone considering a major in physics and astronomy. It introduces students to problems, techniques, and tools used in physics and astronomy and offers an overview of the research carried out in the Department of Physics and Astronomy. High-school physics knowledge is not required.

**PHYS 1211 University Physics I (5 Credits)**

First of a three-quarter sequence. Kinematics, vectors, force, energy and work, linear momentum, rotation of rigid bodies. Required for all physics and engineering majors and recommended for all science majors who are also required to take calculus. The course includes a rigorous calculus-based laboratory that exposes students to a broad range of the real physical phenomena studied in the lecture course. Through the use of experimental apparatus, computerized instrumentation and data acquisition, data analysis and graphical representation, students use the observed phenomena to exemplify the laws of physics. Physics theory and other relevant background information are explored individually by students in weekly prelab exercises. Students learn to write introductory-level laboratory reports and become familiar with good laboratory technique. Emphasis for this lab is on mechanics. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Corequisite: MATH 1951.

**PHYS 1212 University Physics II (5 Credits)**

Second of a three-quarter sequence. Gravitation, fluids; oscillatory motion; waves; thermal physics. Required for all physics and engineering majors and recommended for all science majors who are also required to take calculus. The lab portion of this course is a continuation of the PHYS 1211 lab portion and builds on laboratory skills and knowledge from that course. Emphasis for this lab is on waves, oscillations, sound, fluids and thermodynamics. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: PHYS 1211. Corequisite: MATH 1952.

**PHYS 1213 University Physics III (5 Credits)**

Third of a three-quarter sequence. Electrostatics, electric circuits, magnetism and electromagnetism; electromagnetic waves. Required for all physics and engineering majors and recommended for all science majors who are also required to take calculus. The lab portion of this course is a continuation of the PHYS 1221 and 1222 lab portions and builds on the students' laboratory skills and knowledge from those labs. Emphasis for this lab is on electricity, magnetism and circuits. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Cross listed with PHYS 1214. Prerequisite: PHYS 1212. Corequisite: MATH 1953.

**PHYS 1214 University Physics III for Engineers (4 Credits)**

This is the third course of a three-quarter sequence and is for engineers only; this is equivalent to PHYS 1213, but does not include lab component. Electrostatics, electric circuits, magnetism and electromagnetism; electromagnetic waves. Required for all engineering majors. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Cross listed with PHYS 1213. Prerequisite: PHYS 1212. Corequisite: MATH 1953.

**PHYS 1991 Independent Study (1-10 Credits)****PHYS 1995 Independent Research (1-10 Credits)****PHYS 2011 Circuits I (3 Credits)**

Cross-listed with ENEE 2012. An introduction to electrical circuits analysis and design. Emphasis is on definitions of basic variables, passive circuit components and the ideal operational amplifier. DC analysis of circuits and circuit theorems are stressed. AC signals are introduced. Computer analysis software is integrated throughout the course. Cross listed with ENEE 2011. Co-requisites: PHYS 1213 or 1214, MATH 1953, PHYS 2015 or instructor's permission.

**PHYS 2015 Engineering Applications I (1 Credit)**

Cross-listed with ENEE 2015. Laboratory program introduces electronic test equipment, verifies circuit theorems and practices elementary interface circuit design. Cross listed with ENGR 2015. Co-requisite: PHYS 2011 or instructor's permission.

**PHYS 2021 Circuits II (3 Credits)**

Cross-listed with ENEE 2021. AC analysis of linear circuits to include circuit theorems via classical and transform techniques. Emphasis is on Laplace transform, including use of pole-zero and Bode diagrams to analyze and design circuits, including multiple filters (single-pole cascade, Butterworth, Chebyshev), and step response circuits. Phasors applications to sinusoidal steady state analysis and AC power. Computer analysis software is used as an aid to circuit design. Cross listed with ENEE 2021. Prerequisites: PHYS 2011, PHYS 2015. Corequisites: PHYS 2025, MATH 2070.

**PHYS 2025 Engineering Applications II (1 Credit)**

Cross-listed with ENEE 2025. Laboratory program practicing time and frequency domain analysis and design techniques on step response and filter problems. Applications to instrumentation and circuits. Cross listed with ENEE 2025. Prerequisite: PHYS 2011. Corequisite: PHYS 2021 or instructor's permission.

**PHYS 2050 Ways of Seeing and Sensing: Astrophysics (4 Credits)**

Ways of Seeing and Sensing represents a new collaboration between the departments of Media, Film & Journalism Studies, Biological Sciences, and Physics & Astronomy. The class is a place-based exercise revolving around the idea that what we know about our surroundings depends on how we "see" or "sense." We will examine various aspects of nature specific to the Kennedy Mountain Campus (KMC) using both micro and macro approaches to "seeing" through a variety of technologies, including microscopes, trail cameras, photo and video cameras, night vision glasses, and telescopes. To develop the concept of "sensing," we will explore the soundscapes of the KMC as well as the ways plants and animals endemic to this ecosystem sense their surroundings. We will also explore using human senses other than sight to navigate the nighttime environment. The course will focus on science communication, storytelling, and the creation of professional-quality photo and video content for dissemination on the Internet, at environmental film festivals, in galleries, at campus events, and potentially via broadcast outlets. Students will work in teams of 3–4 to develop and produce documentary stories unique to the ecology and astronomy of the KMC. Students choosing the astrophysics focus will also complete assignments on optics and telescope design, coordinates and motions of the night sky, and the use of non-optical wavelengths and multimessenger techniques as ways of "sensing" in modern observational astronomy. This course will meet together with BIOL 2050 and MFJS 2050 courses, which have different prerequisites and discipline-specific assignments. Prerequisites: PHYS 1013 or PHYS 1113 or PHYS 1212.

**PHYS 2051 Bio-Astronomy of Solar Systems (4 Credits)**

The nature of our solar system, and those of recently discovered solar systems around other stars, will be examined using the tools of modern physics and astronomy, with a focus on biogenic opportunities in these diverse environments. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213, PHYS 1214, or instructor's permission.

**PHYS 2052 Stellar Physics (4 Credits)**

The physics of stars will be examined using the tools of modern physics and astronomy, with the focus on their structure, interiors, origin and evolution, including single and multiple star systems, white dwarf, neutron stars and black holes. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213, PHYS 1214, or instructor's permission.

**PHYS 2053 Galaxies and Cosmology (4 Credits)**

Modern discoveries involving galaxies in our universe and cosmological theories based on these and particle physics findings will be examined using the tools of modern physics and astronomy. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213, PHYS 1214, or instructor's permission.

**PHYS 2061 Telescopes and Instrumentation (4 Credits)**

The student will develop and refine facility and experience with telescopes, software, methods, catalogs, libraries, astronomical instrumentation and assorted contents of the universe, including ground-based and space-based telescopes and detector systems. Observing projects included; use of the Student Astronomy Lab and/or internet telescope(s) for observing projects and variable star monitoring, plus occasional use of the 20 inch Clark/Saegmuller refractor or Mt. Evans reflectors for observing, measuring and practicing public instruction. Math tools include algebra, statistics, Excel, Mathcad, IDL, C++, etc. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1050 or PHYS 1070 or PHYS 1090 or PHYS 1112 or PHYS 1212 or instructor's permission.

**PHYS 2062 Astronomy with Digital Cameras (4 Credits)**

The revolution brought about with digital recording systems has revolutionized astronomy by providing access to faint source imaging and in-depth astronomical spectroscopy not possible during the photographic era. This course will train students to apply this technology to problems associated with light and spectrum measurement that facilitate tests of modern astrophysical theories. Each student will select an observing project to develop during the term, pursue data collection and analysis at the Student Astronomy Lab or other telescope(s), and report results on a personal website and/or in poster format. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1050 or PHYS 1070 or PHYS 1090 or PHYS 1113 or PHYS 1213 or instructor's permission.

**PHYS 2063 Observing & Data Analysis (4 Credits)**

Students will learn fundamentals of astronomical research with hands-on data analysis opportunities. After going over the basics of astronomical observations and the standard FITS data file format, students will practice both imaging and spectroscopic data reduction processes using actual astronomical data. Proficiency in computer programming/scripting is strongly desired (strong preference is given to Python, IDL, C, and any other for which FITS I/O routines are available). Students are required to bring their own laptop to class. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213, PHYS 1214, or instructor's permission.

**PHYS 2251 Modern Physics I (4 Credits)**

First of a two-quarter sequence. Topics covered: Introduction to special relativity; photons, de Broglie wavelength, Heisenberg uncertainty principles, quantum numbers and invariance principles; introduction to quantum physics of atoms, molecules, solids and nuclei; radioactive decay; elementary particles. Prerequisites: PHYS 1113, PHYS 1213 or PHYS 1214 and MATH 1953. Corequisite: MATH 2070.

**PHYS 2252 Modern Physics II (4 Credits)**

Second of a two-quarter sequence. Topics covered: Advanced topics in quantum mechanics: particle in a box, tunneling, variational principle, symmetry; introduction to statistical physics and thermodynamics: ensembles, Bose-Einstein condensation, super-fluidity, superconductivity, nanoscience; introduction to chaos: maps, stability analysis, bifurcations; introduction to computational physics. Prerequisite: PHYS 2251. Corequisite: PHYS 2260.

**PHYS 2259 Uncertainty and Error Analysis (2 Credits)**

In this course, students will build on the laboratory experience gained in University Physics Lab. Students will learn why uncertainty analysis is crucial to reducing and correcting errors in science. Additionally, students will develop the theory behind, and learn how to carry out, uncertainty and data analysis calculations. Uncertainty analysis topics include statistical analysis of data, propagation of error, the normal distribution, rejection of data, weighted averages, least-squares fitting, covariance and correlation, the binomial and Poisson distributions, and the chi-squared test. Strong emphasis for this course is placed on having students develop independence with their laboratory skills, as well as preparing students for Modern Physics Lab (PHYS 2260). Prerequisites: PHYS 1213 or PHYS 1214 and MATH 1953 or MATH 1963.

**PHYS 2260 Modern Physics Lab (1 Credit)**

Laboratory to accompany PHYS 2252. Students will perform laboratories that demonstrate special relativity, the wave/particle duality of light, the quantization of charge, and the discrete nature of energy levels in bound systems. Laboratories include the Michelson-Morley experiment, spectroscopy, blackbody radiation, laser diffraction and the double slit experiment, the photoelectric effect, the Millikan oil drop experiment, the charge-to-mass ratio of the electron, and the Franck-Hertz experiment. Students will apply uncertainty and error analysis to real experimental data. Strong emphasis for this lab is placed on having students develop independence with their laboratory skills. A Windows-based laptop computer is required for this lab. Lab fee associated with this course. Prerequisites: PHYS 2259 and MATH 2070. Corequisite: PHYS 2252.

**PHYS 2300 Physics of the Body (3 Credits)**

This is the first course required for a medical physics minor. Muscles and forces; physics of the skeleton; energy, heat, work and power of the body; osmosis and kidneys; lungs and breathing; cardiovascular system; electrical and magnetic signals in the body. Prerequisite: PHYS 1113, PHYS 1213, or PHYS 1214.

**PHYS 2311 Intermediate Lab I (2 Credits)**

In this lab, students learn to develop laboratory instrumentation to make physical measurements using electronic circuitry and the personal computer. Laboratory exercises include a review of DC circuits including transistors, LabVIEW programming, the PC parallel port, AC circuits and the oscilloscope, operational amplifiers and the RS-232C serial port. Strong emphasis for this lab is placed on having students develop independence with their laboratory skills. Prerequisites: PHYS 2260 and MATH 2070.

**PHYS 2312 Intermediate Lab II (2 Credits)**

This lab is a continuation of PHYS 2311 and builds heavily on the concepts learned during that first quarter. Laboratory exercises include using the personal computer, LabVIEW programming, and electronic circuitry for single point and waveform data acquisition including the Fast Fourier Transform, GPIB and serial devices, transducers, controls and feedback systems, counting, and timing. Strong emphasis for this lab is placed on having students develop independence with their laboratory skills. Prerequisite: PHYS 2311.

**PHYS 2313 Intermediate Lab III (2 Credits)**

This lab is the final lab in the Intermediate Lab sequence. Students leverage the knowledge gained in the first two quarters to perform physics experiments using electronic circuitry and the personal computer. It is expected that students will be independent in their ability to perform in the laboratory. Prerequisite: PHYS 2312.

**PHYS 2340 Medical Imaging Physics (3 Credits)**

This is the second course required for a medical physics minor, following Physics of the Body (PHYS 2300). X-rays; nuclear medicine instrumentation; radiography and fluoroscopy; computed tomography; ultrasound; magnetic resonance imaging; radiobiology. Prerequisites: PHYS 1112, PHYS 1212.

**PHYS 2400 Introduction to Quantum Computing (4 Credits)**

This physics course will introduce students to the theory and applications of quantum computing. Students will gain a foundational understanding of quantum computing concepts, principles, and applications, and will gain experience simulating and programming quantum gates – culminating in students designing a quantum computation and running it on a real quantum computer. This experience will prepare students to engage with quantum science and engineering. Prerequisite: MATH 1953.

**PHYS 2510 Applied Mechanics I (3 Credits)**

First of a three-quarter sequence. Co-listed with ENME 2510. Statics of particles, equivalent systems of forces, centroids and center of gravity, frames and machines, friction, moments of inertia, method of virtual work. Kinematics of particles, Newton's second law, energy and momentum, central force motion, impulsive motion, kinematics and motion of rigid bodies in two and three dimensions; accelerated frames of reference; mechanical vibrations. Cross listed with ENME 2510. Prerequisite: PHYS 1211.

**PHYS 2520 Applied Mechanics II (3 Credits)**

Second of a three-quarter sequence. Statics of particles, equivalent systems of forces, centroids and center of gravity, frames and machines, friction, moments of inertia, method of virtual work. Kinematics of particles, Newton's second law, energy and momentum methods for particles and systems of particles, angular momentum, central force motion, impulsive motion, kinematics and motion of rigid bodies in two and three dimensions; accelerated frames of reference; mechanical vibrations. Cross listed with ENME 2520. Prerequisites: PHYS 2510, ENGR 3610.



**PHYS 2530 Applied Mechanics III (3 Credits)**

Third of a three-quarter sequence. Statics of particles, equivalent systems of forces, centroids and center of gravity, frames and machines, friction, moments of inertia, method of virtual work. Kinematics of particles, Newton's second law, energy and momentum methods from particles and systems of particles, angular momentum, central force motion, impulsive motion, kinematics and motion of rigid bodies in two and three dimensions; accelerated frames of reference; mechanical vibrations. Cross listed with ENME 2530. Prerequisites: PHYS 2520, ENGR 3610.

**PHYS 2610 Physics of Climate (4 Credits)**

The course will examine energy from the sun and how it flows into the land, atmosphere, and oceans and then out to space, and how that regulates the average temperature of Earth (and other planets). Emphasis will be placed on the carbon cycle of the Earth and related topics: atmospheric chemistry of greenhouse gases, forests and phytoplankton, weathering, glaciers, paleontological climate, and the formation of ancient hydrocarbons. Algebra will be used in the class. A 1000-level NSM course or permission of the instructor is required.

**PHYS 2710 The Nanoscale Physics of Energy, Information, and Environment (4 Credits)**

This course, intended for physics majors with interests in nanoscale science and applications in condensed matter physics, sustainability, complex systems, and similar topics but open to other science or engineering majors on request, is formed from a series of quantitative explorations of the physics underpinning critical challenges for science and society in the 21st century. The level goes beyond introductory material, and students will exercise a basic understanding of quantum mechanics, chemical bonding, and thermodynamics. The goal is provide the bedrock understanding of the grand challenges that enables scientifically "literate" citizenship and action. Planned topics include the molecular and chemical physics that influences climate, the fundamentals of energy consumption in organisms, the nanoscale physics of information technology and energy generation. We will naturally explore connections between these areas. Enforced Prerequisites and Restrictions: (PHYS 1213 OR PHYS 1214) AND MATH 1953.

**PHYS 2830 Natural Optics (3 Credits)**

An investigation of naturally occurring optical phenomena with an emphasis on observational characteristics and causes. The winter 2020 planned offering will be hybrid, with in-class and online meetings. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213 or PHYS 1214 or instructor's permission.

**PHYS 2991 Independent Study (1-10 Credits)****PHYS 2995 Independent Research (1-10 Credits)****PHYS 3100 Senior Seminar (2 Credits)**

This course offers primers on literature research, practices of a good scientific writing, putting together a good presentation or report, carrying out and documenting research, preparing for graduate program and/or job. Required for all Physics majors. Prerequisite: PHYS 2252.

**PHYS 3111 Quantum Physics I (4 Credits)**

First of a two-quarter sequence. The Schrödinger equation: interpretation of wave functions; the uncertainty principle; stationary states; the free particle and wave packets; the harmonic oscillator; square well potentials. Hilbert space: observables, commutator algebra, eigenfunctions of a Hermitian operator; the hydrogen atom and hydrogenic atoms. Prerequisites: PHYS 2252, PHYS 2260, PHYS 2556, PHYS 3612 and MATH 2070.

**PHYS 3112 Quantum Physics II (4 Credits)**

Second of a two-quarter sequence. Angular momentum and spin; identical particles; the Pauli exclusion principle; atoms and solids: band theory; perturbation theory; the fine structure of hydrogen; the Zeeman effect; hyperfine splitting; the variational principle; the WKB approximation; tunneling; time dependent perturbation theory; emission and absorption of radiation. Scattering: partial wave analysis; the Born approximation. Prerequisite: PHYS 3111.

**PHYS 3251 Astrophysics: Radiative Processes (4 Credits)**

Because light is the primary means by which astronomers learn about the Universe, understanding the production and subsequent behavior of light is key to interpreting astronomical observations. This course introduces students to the physics of astrophysical radiation and its interaction with matter as it travels from its source to our detectors. Topics may include radiative transfer, emission and absorption processes, Compton processes, synchrotron radiation, thermodynamic equilibrium, radiative and collisional excitation, and spectroscopy of atoms and molecules. The course is aimed at advanced undergraduates, as well as graduate students focusing on astrophysics research. Credit can apply toward physics or astrophysics minor. Prerequisites: PHYS 2252 and MATH 1953, or instructor's permission.

**PHYS 3252 Astrophysics: Observations (4 Credits)**

Astronomy is fundamentally an observational science and as such it is important for practitioners to understand how their data are collected and analyzed. This course is therefore a comprehensive review of current observational techniques and instruments, aimed at advanced undergraduates, as well as graduate students focusing on astrophysics research. This class introduces students to the capabilities and limitations of different types of instruments while exploring the sources and types of noise and providing statistical tools necessary for interpreting observational data. Credit can apply toward physics or astrophysics minor. Prerequisites: PHYS 2252 and MATH 1953, or instructor's permission.

**PHYS 3254 Astrophysics: Stars (4 Credits)**

Stars are the fundamental building blocks of the Universe. Hence, understanding the nature of stars is the first step toward understanding the Universe. This course is therefore intended to introduce students to the rigorous physical and mathematical treatise of stellar structure and evolution. Topics may include the theoretical origins and applications fundamental equations of stellar structure and other supporting equations, and theoretical and observational applications of stellar evolution. The course is aimed at advanced undergraduates, as well as graduate students focusing on astrophysics research. Credit can apply toward Physics major or Astrophysics minor. Prerequisites: PHYS 2252 and MATH 1953, or instructor's permission.

**PHYS 3255 Black Holes and Cosmology (4 Credits)**

The very small, the very large, and the very gravitational provide extreme tests of physics. In this course, we will cover two of these: cosmology, i.e., the universe on large scales, or as a whole (the very large) and black holes (the very gravitational). We will cover some basics of special and general relativity and quantum mechanics relevant to these topics, and discuss recent research testing these frontiers of physics, emphasizing analogies that help to relate these exotica to more familiar physical systems. Prerequisites: PHYS 2252 and MATH 1953.

**PHYS 3270 Workshop: Practical Astronomy (1-5 Credits)**

Capstone coursework featuring studies in experimental, computational, and/or theoretical work in astronomy and astrophysics. Credit can apply toward physics or astrophysics minor.

**PHYS 3320 Introduction to Quantum Materials (4 Credits)**

General: This physics course will introduce students to the recent experimental and theoretical developments in the field of quantum materials. Students will gain a basic understanding of how reducing the dimensions of materials to the nanoscale can produce extraordinary physical properties. The course will focus on fundamentals and recent advances in the fields of quantum transport, 2D materials, strongly correlated electronic systems, topological materials, and superconductivity. The goal of this course is to prepare students to engage with the modern condensed matter physics research and application engineering of novel quantum materials.

**PHYS 3350 Physics and Information (4 Credits)**

Students in Physical Sciences are often well versed in the art of model building but less so in the process of model-selection when multiple models can describe the same data. Students rarely learn tools beyond curve fitting and least square error minimization for model selection. Consequently, students are often unaware of the scope of different tools and fail to make judicious choice of algorithms/theories when faced with diverse problems. For example, building a model from data is very different from generating data (stochastic or deterministic) from a model. Next consider two contrasting challenges of model building i) when there is limited data vs ii) when there is too much data. For the first problem – inferring models from limited data – the solution can be traced back to Boltzmann's formulation of Statistical Physics describing motion of atoms. The connection between Information theory, Inference and Boltzmann's description, however, is often overlooked in introductory or even advanced classes in Physics, and Statistics. Studying these similarities can unlock novel solutions for problems well outside of thermodynamics, even as far as Image processing, Biology and Network science. Inference also requires us to appreciate fundamental topics in Probability – difference between frequentist and non-frequentist approach, Bayesian formalism – that are rarely taught to physical scientists, life scientists or engineers. At the other extreme, faced with data deluge, we routinely ask: how do we make sense of too much data? We use clustering, PCA, Neural Networks. In this course we will discuss and connect all these seemingly disparate concepts and apply them – at the appropriate context – to diverse problems in Physics, Chemistry, Biology and beyond. In the process we will gain an in-depth knowledge about commonly heard but perhaps less understood topics such as: Entropy, Likelihood maximization, Bayesian statistics, PCA, Classification algorithms, and Neural Networks. We will also address another often overlooked but fundamental and fascinating topic, biology's inherent ability to encode and decode information. Currently there is no such course that address all these topics in Information and Data Science in an unified manner – deeply connecting their formal basis, regime of applicability – grounded on physical principles, with a forward looking approach towards application in many areas well outside of traditional sciences. A lot of learning in the course will happen 'on the fly', where the tools and application problems are learnt as needed. Prerequisites: Calculus I, Calculus II, and at least two other courses focusing on application of mathematics to problems in physics/chemistry/biology or engineering. Example of this course can be University Physics, Modern Physics, Biostatistics, Differential Equation, Linear Algebra, Computational Physics, or other equivalent courses (upon Instructor approval).

**PHYS 3510 Analytical Mechanics I (4 Credits)**

Lagrangian and Hamiltonian mechanics. Prerequisites: PHYS 1113, PHYS 1213, or PHYS 1214 and MATH 2070 and consent of instructor.

**PHYS 3520 Analytical Mechanics II (4 Credits)**

Second of a two-quarter sequence: two-body central force problems, moving coordinate systems, rotational motion of rigid bodies, coupled oscillations and normal modes, and Hamiltonian mechanics. Prerequisite: PHYS 3510.

**PHYS 3611 Electromagnetism I (4 Credits)**

First of a two-quarter sequence. Vector algebra; differential vector calculus (gradient, divergence and curl); integral vector calculus (gradient, divergence and Stokes' Theorems); line, surface and volume integrals; Electrostatics: the electric field, electric potential, work and energy in electrostatics; method of images, boundary value problems and solutions to Laplace's equation in Cartesian, spherical and cylindrical coordinates; multipole expansion of the electric potential; electric fields in matter: polarization; the electric displacement vector; boundary conditions, linear dielectrics. Magnetostatics: magnetic fields and forces. Prerequisites: PHYS 1113, PHYS 1213, or PHYS 1214 and MATH 2070.

**PHYS 3612 Electromagnetism II (4 Credits)**

Second of a two-quarter sequence. Magnetic vector potential; magnetic fields in matter: magnetization; fields of magnetized objects; linear and nonlinear magnetic materials; electromotive force, Ohm's law; electromagnetic induction; Faraday's law; Maxwell's equations; the displacement current; boundary conditions; the Poynting theorem; momentum and energy density of the fields; the Maxwell stress tensor; the wave equation and electromagnetic waves in vacuum and matter; absorption and dispersion; wave guides; the potential formulation and gauge transformations; retarded potentials; dipole radiation. Prerequisite: PHYS 3611.

**PHYS 3700 Advanced Topics: General (3 Credits)**

Offered irregularly, depending on demand. May be taken more than once for credit. Prerequisite: instructor's permission.

**PHYS 3711 Optics I (4 Credits)**

First of a two-quarter sequence. Gaussian optics and ray tracing; matrix methods and application to optical design; elementary theory of aberrations; light as electromagnetic wave, diffraction and interference; interferometers and their applications. Elementary theory of coherence; selected topics. May include laboratory work as appropriate. Prerequisites: PHYS 1113, PHYS 1213 or PHYS 1214, and MATH 2070.

**PHYS 3720 Light-Matter Interaction (4 Credits)**

This course will introduce the theory and applications of light-matter interactions. Fundamental theory will be explored from both semi-classical and quantum perspectives, and photon-carrier interactions will be studied in a variety of physical systems, including atoms, glasses, semiconductors, and metals. Experimental techniques will also be discussed, such as absorption, photoluminescence, and coherent spectroscopies, in addition to ultrafast nonlinear optical interactions. Students will also build their own demonstration and teaching module for elementary-age children, and will use their module to teach children at a local school.

**PHYS 3841 Thermal Physics I (4 Credits)**

First of a two-quarter sequence. Laws of thermodynamics; thermal properties of gases and condensed matter; kinetic theory of gases, classical and quantum statistics. Prerequisites: PHYS 1113, PHYS 1213 or PHYS 1214 and MATH 2070.

**PHYS 3850 Foundations of Biophysics (3 Credits)**

The course highlights application of basic physics principles to the study of cells and macromolecules. Topics include random processes, thermodynamics, statistical mechanics, diffusion, to provide a quantitative description of different processes in biology at the molecular and cellular level.

**PHYS 3860 Numerical and Computational Methods in Physics (4 Credits)**

The main goal of this course is to gain a better understanding of physical problems by solving them numerically; in the process, students learn about several numerical methods and computational techniques that have a very broad range of applications in many other scientific fields. Depending on the problem, students work with a software package (Mathematica), and also acquire coding experience in different programming languages.

**PHYS 3870 Special and General Relativity (4 Credits)**

This course will start with the techniques in Special Relativity and build familiarity with tensors. In the second part of the quarter, we will generalize to curved spaces and the Schwarzschild solution. And, finally, we will set up and solve the Einstein equations using the Cartan equations of structure to study the Robertson Walker metric spacetime used to construct the energy budget of the universe. Prerequisites: MATH 1953 and either PHYS 1213 or PHYS 1214.

**PHYS 3991 Independent Study (1-10 Credits)****PHYS 3995 Independent Research (1-10 Credits)**

## Political Science

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The Department of Political Science offers a broad education focused on several enduring concerns in the study of political life: political theory, centering on the philosophical and moral foundation of political life; comparative and international politics, focusing on political developments and interactions around the world; American politics, concerning the study of American political institutions and processes; and law, studying legal institutions and practice in political and social life.

### Teaching

In teaching, the Department of Political Science is dedicated to providing a rigorous liberal arts experience for undergraduates. Classes emphasize the development of critical reading, thinking, writing and speaking skills in addition to learning about politics. The department also encourages development of a commitment to public service, an understanding of active citizenship and the development of political organizational skills via internship programs and community-engaged scholarship. In addition, the department encourages students to participate in the Cherrington Global Scholars program, where students gain new perspectives at institutions abroad. For qualified students, a departmental honors program also allows students to engage in substantial research projects that are closely directed by department faculty members; our DU in DC program provides the opportunity for students to study and work in an internship in Washington DC; and our Global Masters Program allows students to complete a BA and MS in political science in five years through coursework at DU and Lund University in Sweden.

### Research

Scholarly research—including publications in academic journals and books, as well as presentations at professional conferences—is an essential component of the mission of the department. The department views teaching and research as complementary activities, central to the undergraduate experience. Active research and engagement in the discipline encourage improvement in teaching methods and substance. Much of our research also provides an opportunity for advanced undergraduates to work with department faculty. Faculty and student research has received support from the American Political Science Association, National Science Foundation, the Ford Foundation, the Social Science Research Council, the Fulbright Program and the European University Institute.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

40 credits in political science, with at least 28 credits at the 2000 or 3000 level.

Code	Title	Credits
<b>Introductory Courses</b>		
Complete two of four:		8
PLSC 1000	Introduction to American Politics	
PLSC 1110	Comparing Politics around the World	
PLSC 1610	Introduction to Political Thought	
PLSC 1810	Introduction to Law and Society	
<b>Upper Division Sub-field Requirements</b>		
Complete one course at the 2000 or 3000 level in each of the four departmental sub-fields: American Politics, Comparative and International Politics, Law, Political Theory.		16
<b>Electives</b>		
Complete any two political science courses.		8
<b>Required Courses</b>		
PLSC 2901	Political Inquiry	4
PLSC 3290	Capstone Seminar in Politics	4
<b>Total Credits</b>		<b>40</b>

## Secondary Major

### Secondary Major Requirements

40 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

Minimum of 20 credits in political science, with at least 12 credits at the 2000 or 3000 level.

## Departmental Internship Program

Internships for academic credit are offered in the concentrations of American politics and law; they require attendance in a seminar with other students completing an internship. Internships may be taken only after the completion of one course in the relevant concentration. No more than 4 credits earned in a departmental internship may be counted toward the 40 credits required of majors, though if a student earns more than four credits, those credits may be counted toward the maximum of 60 credits in political science.

## The "DU in DC" Program

The DU in DC program is the product of a partnership between the University of Denver and American University's Washington Semester Program, and it is an excellent opportunity for University of Denver Political Science students. Attending in American University's Fall, Spring and Summer semester (DU's Fall Quarter, our combined Winter and Spring Quarter, or during the Summer) allows you the opportunity to not only live and work in Washington DC, but it also allows you to earn course credit towards your major and overall graduation requirements.

## Distinction in the Political Science Major

Distinction in the major is open to students with a minimum 3.7 major GPA and a 3.5 cumulative GPA. There are three routes to earning distinction in the major: (1) a year-long thesis project (reserved for students pursuing an academic graduate program); (2) the revision of a significant course paper in the major for publication in an undergraduate journal or presentation at an academic conference; or (3) nomination by the student's Capstone professor. In all cases, students should consult a political science advisor at least four quarters before graduation.

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
AI Natural	4	AI Society or SI Society	4	AI Society or Elective	4
SI Society	4	PLSC: Any 1000-level Course	4	PLSC: Any 1000-level Course	4
	<b>16</b>		<b>16</b>		<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
PLSC 2901	4	2000-level PLSC Course	4	2000-level PLSC Course	4
Elective	4	Elective	4	2000-level PLSC Course	4
Minor Course	4	Minor Course	4	Elective	4
INTZ 2501 <sup>1</sup>	2				
	<b>18</b>		<b>16</b>		<b>16</b>
<b>Total Credits: 98</b>					

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

## American Politics

PLSC 2410	American Government Simulation	4
PLSC 2420	American Presidency	4
PLSC 2430	Political Parties & Interest Groups	4
PLSC 2470	State and Local Politics	4
PLSC 2500	Political Psychology	4
PLSC 2510	Women in U.S. Politics	4
PLSC 2701	Topics in American Politics	4

## Comparative and International Politics

PLSC 2200	Politics of China	4
PLSC 2220	Comparative Democratization: East and West	4
PLSC 2225	European Political Economy	4
PLSC 2235	Politicized "Ethnicity": Cross-Disciplinary Approaches to the Study of Identity Politics	4
PLSC 2250	Democratic Erosion: Comparing Experiences Across Countries and Over Time	4
PLSC 2260	Politics of Japan	4
PLSC 2290	Latin American Politics	4
PLSC 2360	Settler Colonialism and Indigenous Resistance in Three Continents	4
PLSC 2370	Global Political Economy	4
PLSC 2460	Re-Inventing Europe	4
PLSC 2702	Topics in Comparative Politics	4

## Law

PLSC 2001	Law and Politics	4
PLSC 2703	Topics in Law and Politics	4

PLSC 2755	Legal Actors and Institutions	4
PLSC 2820	Constitutional Law: Civil Rights and Liberties	4
PLSC 2825	The Politics of Rights	4
PLSC 2830	Judicial Politics	4
PLSC 2840	International Law & Human Rights	4
PLSC 2850	Politics of Criminal Justice in the US	4
PLSC 2855	Conservative Politics and the Courts	4
PLSC 2860	Constitutional Law: Governmental Structures and Powers	4
PLSC 2870	Theories of Law	4

## Political Theory

PLSC 2611	Neoliberalism: The Privatization of Everything, and its Problems	4
PLSC 2620	Quest for Community	4
PLSC 2630	American Political Thought	4
PLSC 2650	Democracy and the Corporation	4
PLSC 2660	Feminist Political Thought	4
PLSC 2670	Radical Democracy	4
PLSC 2704	Topics in Political Theory	4

### PLSC 1000 Introduction to American Politics (4 Credits)

Philosophical traditions, historical background, structure and functioning of American government, and political attitudes and behavior. This course counts toward the Scientific Inquiry: Society and Culture requirement.

### PLSC 1110 Comparing Politics around the World (4 Credits)

This course introduces students to the study of comparative politics, a sub-field within political science that uses a "comparative method" to compare and contrast countries to understand questions such as Where do 'states' come from? Why are only some democratic? How do states promote economic development? Why are some states increasingly rich while others remain poor? Why do people mobilize peacefully to influence politics in some places while they violently attack the established order in others? How do distinct identities rooted in ethnicity, gender, race, and religion influence politics differently around the world? How does globalization affect various countries, and why do some seem to cope with contemporary challenges more effectively than others? This course counts toward the "Scientific inquiry: Society and culture" requirement.

### PLSC 1610 Introduction to Political Thought (4 Credits)

This course presents an introduction to some of the key ideas and questions in the study of politics. As an introductory course, it cannot present a systematic overview of the entire study of politics; rather, it seeks to introduce students to some central concerns in the study of politics. In this course we learn about the basic principles of human conduct in social contexts and explain how social scientific methods are used to understand these underlying principles. This course counts toward the Scientific Inquiry: Society and Culture requirement.

### PLSC 1810 Introduction to Law and Society (4 Credits)

This course introduces the relationship between law and society, exploring principles of legal conduct in social contexts and explaining how social scientific methods are used to understand these principles. Questions discussed include what is the relationship between the "law-on-the-books" and "law-in-action," and what can we learn from gaps between formal law and the "real" law that is experienced in society? Empirical examples may include international comparisons and the evolution of law over time. This course counts toward the Scientific Inquiry: Society and Culture requirement.

### PLSC 1988 Study Abroad Resident Credit (0-18 Credits)

#### PLSC 2001 Law and Politics (4 Credits)

Introduces the relationship between law and politics, describing the basic principles of legal conduct in political contexts and explaining how social scientific methods are used to understand these underlying principles. Questions explored may include the following: Where does the law come from? Whose interests does it reflect? Does formal legal change lead to practical political and social change? Why do we comply with the law? What are the limits of enforcement? This course counts toward the Scientific Inquiry: Society and Culture requirement. It also satisfies the department distribution requirement in law. Prerequisite: sophomore standing & either PLSC 1000, 1110, 1610, or 1810.

#### PLSC 2002 Abortion Politics and Law (4 Credits)

Abortion has been, and continues to be, a defining issue in America politics and law. As the traditional story goes, the country has been locked in a high-stakes and highly controversial fight over abortion since the Supreme Court legalized access in 1973 via the Roe v. Wade decision. While a convenient story, it egregiously oversimplifies both the past and present of abortion politics and law. This class aims to explore the cyclical and complex relationship between law and politics of abortion in America: how it came to become a national issue; how and why its contours have changed over time; what effects it has had on people's lives and the country's politics; and how we can constructively think about the new, post-Roe US. In doing so, we will also consider how the case study of abortion can inform our more general understandings of American politics, law, movements, and political parties.



**PLSC 2010 Polarization in America (4 Credits)**

This course covers major themes surrounding polarization in American politics. From the 1930s through the 1970s, the most conservative Democrats in the Senate were actually further to the right than the most liberal Republicans. Since that time, the parties slowly but steadily distanced themselves from each other, leading to our current state of politics; One defined not by compromise and conference committees, but rather by obstruction, gridlock, and filibusters. Voters mimic this divide, becoming increasingly hostile and antagonistic to their political opponents.

**PLSC 2100 Political Psychology of Identity (4 Credits)**

This course introduces you to the interdisciplinary field of political psychology with a focus on exploring the various foundations of social identity and the implications of these identities for political outcomes in the United States. Throughout the quarter, we'll compare the influence of different identities and examine the psychological and political implications of social identities. The class focuses on two key identities: gender and race. We'll examine the psychological foundations of gender and racial stereotyping and prejudice, how race influences perceptions of the criminal justice system, and the ways in which White identity shapes citizens behavior and opinion in American politics. We finish the quarter with a focus on new, emerging scholarship that further complicates the relationships between human psychology and gender and racial identity.

**PLSC 2200 Politics of China (4 Credits)**

Napoleon Bonaparte allegedly said, "let China sleep, for when she wakes up, she will shake the world." Two hundred years later, China is indeed waking up, and the world is feeling the dragon's hot breath. In this class we will examine the fall and rise of the Chinese state, with a focus on its political and economic trajectories after the founding of the People's Republic of China (PRC) in 1949. Some of the key issues to be examined are: China's "economic miracle," when, if ever, will China democratize, its potentially explosive relations with Taiwan, its challenges to America's global hegemony, etc.

**PLSC 2220 Comparative Democratization: East and West (4 Credits)**

This course brings the contested notion of democratization into the East Asian context and tests its relevance for countries at various stages of political and economic development in the region. After introducing the general debates over what democratization is and tracing its emergence in Western Europe and North America, class explores the rise of democratization movements in East Asia and examines the various forms of democratization in different political and economic settings. Satisfies the department distribution requirement in comparative/International politics. Prerequisite: Sophomore standing.

**PLSC 2225 European Political Economy (4 Credits)**

Examines major challenges facing European political economies from the postwar era, including transformations in the welfare state, liberalization in light of market transitions and European integration, and global pressures. Prerequisite: sophomore standing.

**PLSC 2235 Politicized "Ethnicity": Cross-Disciplinary Approaches to the Study of Identity Politics (4 Credits)**

What are racial and ethnic identities? Are they more likely to influence political outcomes than other types of identity (e.g., gender, profession, class), and if so, why? This course introduces competing concepts of ethnic identity and connects them to the historical construction of race and national identities. By studying these issues in cases outside of the United States, you will gain unique comparative perspective about the idiosyncrasies of U.S. politics and history. Course materials include readings, podcasts, videos and documentary footage from political science, sociology, legal studies, and other disciplines. Why take this course? Gaining insight into the construction of ethnic, racial, and national identities will help you better understand yourself, your relationships, political campaigns, activist tactics, and episodes of political violence, among other things. The course satisfies the departmental sub-field requirement for majors in comparative/international politics. Recommended before taking this course: one introductory level course in political science.

**PLSC 2250 Democratic Erosion: Comparing Experiences Across Countries and Over Time (4 Credits)**

As the conclusion of the Cold War spurred a tidal wave of democratization around the globe, western policy makers and pundits often assumed that even in weak, poverty-impacted states attempts to democratize were bound to succeed – at least eventually. By 2008, however, the discourse of democratization had been transformed. "Celebrations of democracy's triumph are premature," wrote a noted scholar of democratization; "in a few short years, the democratic wave has been slowed by a powerful authoritarian undertow." Recently, both the quality and quantity of "democratic" states have declined. Even the world's oldest, most taken-for-granted liberal democratic regimes increasingly flout democratic norms and policies. We consider a range of comparative cases from across world regions. Along the way, we engage with several prominent theories of democratic backsliding or authoritarianization. The course satisfies the departmental sub-field major requirement in comparative/international politics.

**PLSC 2260 Politics of Japan (4 Credits)**

How did Japan rapidly catch up with more advanced industrial powers? Can other developing countries copy the Japanese model? What was the "darker side" behind Japan's economic miracle? How do we come to terms with the sudden burst of Japan's "Bubble Economy?" Will Japan's current economic recovery process, which started in 2002, be sustainable? Is a genuine international reconciliation between Japan and its neighbors possible? These are just some of the questions we will examine in this class. Prerequisite: sophomore standing.

**PLSC 2290 Latin American Politics (4 Credits)**

Latin America is home to the uneasy marriage between politics and economics. This course will focus on two major themes in Latin American politics. First, this course will examine why Latin American countries swing between democratic and authoritarian regimes. Second, the course will examine how local and global economic forces interact with politics in the region. The course will also cover some contemporary issues in Latin America such as corruption, inequality, migration, and climate change.

**PLSC 2360 Settler Colonialism and Indigenous Resistance in Three Continents (4 Credits)**

This course explores historical and contemporary aspects of racialized power structures as they have specifically impacted indigenous peoples in Australia, the United States, and Latin America. How did the dynamics of imperialism, capitalism, liberal state-building, and racist (and racist) ideology combine to devastate indigenous communities around the world? How did distinct perspectives on time, space, property, and community allow colonizing populations to conquer native populations even while advocating the most egalitarian political structures ever attempted? Satisfies department distribution requirement in comparative/international politics. Sophomore standing required.

**PLSC 2370 Global Political Economy (4 Credits)**

Global Political Economy (GPE) examines the interplay between politics and economics within and across nation-states in response to international politics and economics. The course explores the effect of political factors on international economic relations and the impact of international economic factors on domestic and international politics. The objective is to evaluate various theories of the global political economy through observation of the global political-economic system. Satisfies the department's distribution requirement in comparative/international politics. Prerequisite: Sophomore standing.

**PLSC 2410 American Government Simulation (4 Credits)**

This course explores American politics by simulating the legislative process of the federal government. Students play either a member of the House of Representatives or a member of the Executive Branch. The simulation requires that students seek the goals related to their position. By putting theory into practice, students gain a better understanding of Washington politics. Satisfies the department distribution requirement in American politics. Prerequisite: Sophomore standing.

**PLSC 2415 Campaigns and Elections (4 Credits)**

The U.S. holds hundreds of elections every year, but presidential elections stand alone as the only truly national contests. What influences presidential selection? What information can we gain as citizens and scholars from national presidential debates? These elections are guided by distinct rules (including nominations via primaries and caucuses, evolving campaign finance laws, and the strict requirements of the Electoral College) with ever-changing strategies to maximize support under these rules. This class provides students with the historic context and political science concepts and theories to better understand the many steps involved in electing U.S. presidents.

**PLSC 2420 American Presidency (4 Credits)**

Historical development and current role and powers of the U.S. presidency. Prerequisite: sophomore standing.

**PLSC 2425 Religion in American Politics (4 Credits)**

This course offers a broad, critical overview of the relationship, and some of the tensions, between religion and politics in the United States. We first review how the historical presence of a variety of American religious groups and perspectives on the relationship between church and state have impacted the nation's often conflicted sense of identity as well as the tenor of our ongoing debates about - and within - religion in American politics. That gives us a foundation for exploring a number of current "hot button" issues like debates over "moral values" and faith-based initiatives. Satisfies the department distribution requirement in American politics. Prerequisite: sophomore standing.

**PLSC 2430 Political Parties & Interest Groups (4 Credits)**

Evolution and structure of political parties; how they mobilize voters and provide leadership of political issues. Satisfies the department distribution requirement in American politics. Prerequisite: sophomore standing.

**PLSC 2450 Latinx Politics in the United States (4 Credits)**

Examines the history and contemporary role of the Hispanic/Latinx population in the U.S. political system, exploring themes including identity, racialization, immigration, social movements, public opinion, political behavior, and public policy.

**PLSC 2460 Re-Inventing Europe (4 Credits)**

Politics, economics and culture of Europe of today including basics of parliamentary democracy, contemporary political economy and national identities of major European countries as well as developments in the European Union and Eastern Europe. This course counts toward the sub-field requirement for PLSC majors in the comparative/international politics.

**PLSC 2470 State and Local Politics (4 Credits)**

This course examines the general and the unique traits of the politics, institutions, and policy processes of state governments. We will, in addition, take advantage of our location and focus on the government and politics of Colorado. Satisfies the department distribution requirement in American politics. Prerequisite: Sophomore standing.

**PLSC 2480 U.S. Congress (4 Credits)**

Structure and functions of U.S. Congress and congressional behavior. Satisfies the department distribution requirement in American politics. Prerequisite: sophomore standing.

**PLSC 2500 Political Psychology (4 Credits)**

This course examines the intersection of politics and psychology. Students will examine how emotion, cognition, and group psychology influence political actors and policy outcomes. Students will apply these concepts to voting, foreign policy decision-making, and the formation of belief systems.

**PLSC 2510 Women in U.S. Politics (4 Credits)**

This course focuses on the role of women in U.S. politics, with an emphasis on voting, elections, and representation. Topics include the woman suffrage movement, women's voting patterns, women as candidates, and women holding elected office. Prerequisite: sophomore standing.

**PLSC 2520 Public Opinion & Behavior in the US (4 Credits)**

Why do people believe the things they believe about American politics? Why do people get involved in politics at all? Through this course, we'll explore the attitudes, beliefs, and behavior of the American voter through traditional participation like voting, higher cost activities like volunteering for campaigns, or less traditional forms like running for office or participating in protests. This class provides a strong background on the scholarly literature surrounding participation and opinion and helps to dispel common myths about voters.

**PLSC 2530 Race & Ethnicity in US Politic (4 Credits)**

This course addresses the issues of race and ethnicity in American politics through two lenses: the crafting and implementation of domestic policies (such as welfare, education, and the criminal justice system) and the framing of political decisions. After an introduction to historical, sociological, and psychological approaches to the study of race and ethnicity, we apply these approaches to studies of American public policy. The course then transitions, examining the explicit and implicit racialization of political decisions. Throughout the course, students consider the role of institutional design, policy development, representation, and racial attitudes among the general public in shaping the American political environment.

**PLSC 2611 Neoliberalism: The Privatization of Everything, and its Problems (4 Credits)**

This course examines the origins, evolution, and implementation of "neoliberalism," the policy persuasion that advocates privatizing, marketizing, and deregulating the provision of almost all goods and services. Special attention will be given to the privatization of the provision of national security, what historically has been viewed as the most central function of government. This course satisfies the department's political theory distribution requirement.

**PLSC 2620 Quest for Community (4 Credits)**

This course explores how political theory over the past several decades has grappled with the benefits, limitations, and paradoxes of liberalism in the post-modern world. Inquiry revolves around whether and how liberalism can deal with the identities, differences, and distributive inequalities that complicate our world today. Is liberalism -or its successor ideology, neoliberalism- an appropriate model for political community, or should it be replaced with a different paradigm? What would it mean to think beyond liberalism to something more radical and democratic? Satisfies the department distribution requirement in political theory. Junior standing required.

**PLSC 2630 American Political Thought (4 Credits)**

Where do distinctly "American" values and beliefs come from and why are they so fiercely held? Are there viable alternatives to the classic ways in which Americans tend to address our social and political problems? This course offers an exploration of these questions from the perspective of a diverse array of American political thinkers. Starting before the Founding and continuing to political thinkers of the present day, this seminar-style course will examine different interpretations of American identity—and the unique ways they intersect—in American political speech and theory. Satisfies the department distribution requirement in either American politics or political theory. Prerequisite: Sophomore standing.

**PLSC 2650 Democracy and the Corporation (4 Credits)**

Corporations have emerged as dominant governance institutions. The largest of them reach into virtually every country in the world and exceed most governments in size, wealth, logistic capabilities, and influence. Their governance is directed both inward, structuring the environment in which most modern adults work, and outward, influencing government policy and the broader social landscape. This course will focus on the special features of corporations as governance institutions, and on the process through which corporate managers have attained significant autonomy from government and from shareholders in exercising their governance powers. Satisfies the department distribution requirement in political theory. Prerequisite: sophomore standing.

**PLSC 2660 Feminist Political Thought (4 Credits)**

This course surveys political theory literatures on feminist thinking and activism. Readings will survey historical and contemporary theories of gender, identity, patriarchy, misogyny, and liberation. Course will center trans and of-color feminist narratives thinking and practices. Emphasis on critical analysis of various feminist texts in writing and in class discussion.

**PLSC 2670 Radical Democracy (4 Credits)**

What does it mean to say "the people acted"? What is democracy, or what could it be? This course pursues answers to these questions through an exploration of works in political theory. We will read texts that attempt to move beyond procedural forms of democracy such as elections and representation and argue for more substantive forms of democracy in the form of deliberation, racial justice, and disagreement. To think about the ideas in these texts as resources for enacting radical democracy from within less than democratic institutions, we will also conduct voter registration and/or education on or off campus.

**PLSC 2701 Topics in American Politics (4 Credits)**

Focuses on specific issues in politics of the United States. PLSC 2701 satisfies the department's distribution requirement in American politics. Prerequisite: sophomore standing.

**PLSC 2702 Topics in Comparative Politics (4 Credits)**

Focuses on topics in comparative and/or international politics. Satisfies the departmental sub-field requirement in comparative/international politics. Prerequisite: sophomore standing.

**PLSC 2703 Topics in Law and Politics (4 Credits)**

Focuses on topics in law from a political science perspective. Satisfies departmental distribution requirement in law. Prerequisite: sophomore standing.

**PLSC 2704 Topics in Political Theory (4 Credits)**

Focuses on topics in political theory. Satisfies departmental sub-field requirements in political theory. Prerequisite: sophomore standing.

**PLSC 2755 Legal Actors and Institutions (4 Credits)**

This course examines the legal system from the points of view of those who work within it. It considers the social characteristics of lawyers, judges, regulators, elected officials and non-state actors, and how they matter to the social construction of law. The emphasis is on the social organization of law and the everyday interactions that bring meaning to the legal system. It considers and seeks to understand how legal roles, legal institutions and power relations within the law influence its development and practice. Throughout the course, students are required to think critically about how society and the social relationships of law influence law's outcomes. Prerequisite: Sophomore standing.

**PLSC 2820 Constitutional Law: Civil Rights and Liberties (4 Credits)**

This course addresses major ideas and principles of U.S. constitutional law, with a focus on equal protection of the law, fundamental rights, and freedom of speech and religion. Within each of these areas, we will consider the development of court rulings over time, economic and political influences on court decision-making, and policy implications of these rulings. While PLSC 2860 complements this course, it is not necessary to take both courses. Satisfies the department distribution requirement in law. Prerequisite: Sophomore standing.

**PLSC 2825 The Politics of Rights (4 Credits)**

This course examines rights and rights-claims as complex and contingent resources for political actors. The class aims at equipping students to be better able to identify, understand, and critically evaluate how, why, and to what end rights claims are used in politics. Particular attention is paid to social and political movements that use rights-claims, as well as the various advantages, limitations, and problems that can accompany rights-based political appeals. Prerequisite: sophomore standing or above.

**PLSC 2830 Judicial Politics (4 Credits)**

This course considers the role of courts, especially the Supreme Court, in the U.S. political system. Topics include the the potential dangers and benefits of allocating significant power to un-elected justices, judicial decision-making, Court-Congress interaction in developing public policies, the social and political effects of court rulings, and legal interest groups.

**PLSC 2840 International Law & Human Rights (4 Credits)**

This course explores the role that international law plays in promoting human rights. Why did states first commit to international human rights protections after the Second World War? Why did states voluntarily surrender their sovereignty by signing and ratifying human rights treaties that limit their freedom to act domestically? Does this international law influence governments' human rights practices? Who enforces international human rights law? Which countries are leaders or laggards when it comes to international human rights? This course can count toward the sub-field requirement for PLSC majors in either law or comparative/international politics.

**PLSC 2850 Politics of Criminal Justice in the US (4 Credits)**

Problems and reforms in American criminal justice system; causes and extent of crime, excessive use of force by police, systemic racism, bail reform, probation and parole; prisons and police/community relations. Prerequisite: sophomore standing.

**PLSC 2855 Conservative Politics and the Courts (4 Credits)**

This course focuses on the reasons for and uses of litigation and judicial politics in the pursuit of conservative ends. As such, the class critically examines the different major sub-groups that define modern American conservatism; how these subgroups compare to and interact with one another; the conditions that allow for political movements generally to use courts in pursuing policy ends; and the specific steps that various American conservative groups have taken in order to influence courts, law, and policy. Introduction to American Politics (PLSC 1000) is recommended, but not required.

**PLSC 2860 Constitutional Law: Governmental Structures and Powers (4 Credits)**

This course addresses major ideas and principles of U.S. constitutional law, with a focus on federalism, the growth of national power, and separation of powers. Within each of these areas, we will consider the development of court rulings over time, economic and political influences on court decision-making, and policy implications of these rulings. While PLSC 2820 complements this course, it is not necessary to take both courses. Satisfies the department distribution requirement in law. Prerequisite: Sophomore standing.

**PLSC 2870 Theories of Law (4 Credits)**

Approaches to law, courts and judges focusing of various theories of law including legal realism, feminist legal theory, law and society, law and economics, behavioralism. Prerequisite: sophomore standing.

**PLSC 2880 Comparative Constitutional Politics (4 Credits)**

Many fear that democracy is in decline, in the US and around the world. Citizens in the US and many other countries look to judicial review of written constitutions as a way to preserve democracy while protecting rights. Yet can judges serve effectively as guardians of democracy or rights? Do US-style "checks and balances" violate the "separation of powers" when judges declare that laws – approved by elected representatives in the legislative and executive branches – are unconstitutional and must be overturned? Does this approach of "constitutionalism" create a "juristocracy" – government by judges – that is incompatible with representative democracy? In this course, we examine constitutional politics comparatively, (1) exploring why constitutionalism spread widely during the postwar and post-Cold war eras and (2) analyzing its implications for contemporary democracies and their citizens. As a course in the sub-field of comparative and international politics, cases from outside the US will be the focus of our inquiry, with the US discussed in comparative perspective.

**PLSC 2901 Political Inquiry (4 Credits)**

Introduces political inquiry within the discipline of political science, examining quantitative, qualitative, and historical research methods with a focus on basic principles of effective research design and data analysis; no previous mathematical background is necessary. By the end of the course, students are able to evaluate scientific research, frame a research question, and design a research study. Prerequisite: sophomore standing.

**PLSC 2988 Study Abroad Resident Credit (0-18 Credits)****PLSC 3290 Capstone Seminar in Politics (4 Credits)**

This capstone seminar is required for all majors and explores theoretical and empirical issues of politics with application to specific political developments. Topics vary by section and instructor. All students complete a significant independent research paper based in part on analysis of primary source materials. Senior standing required. Political Science majors only.

**PLSC 3701 Topics in Political Science (1-4 Credits)****PLSC 3702 Topics in Political Science (1-4 Credits)****PLSC 3703 Topics in Political Science (1-4 Credits)****PLSC 3704 Topics in Political Science (1-4 Credits)****PLSC 3982 Political Internship (1-4 Credits)**

This is a hybrid on-line/in-class internship course. Students may work on political campaigns at the federal, state, or local level. Students will keep journals structured by questions from a faculty member, meet in a seminar with others doing an internship to reflect on service in their placement, respond to on-line assignments and writing prompts, and write a research paper integrating their experience with relevant scholarship.

**PLSC 3985 Legal Internship (4 Credits)**

This is an online class for students working in internships related to the legal profession. Students may work in the local courts, advocacy organizations, the public defender's office, or the district attorney's office, either in Denver or elsewhere in the U.S. Students will complete internship hours in addition to engaging in an online course that focuses on professional development, reflections on the internship experience, and relevant legal scholarship. Students are responsible for applying to and securing their own internships (with assistance from the professor), and should plan to begin this process early, typically in advance of registration.

**PLSC 3988 Study Abroad Resident Credit (0-18 Credits)****PLSC 3990 Honors Thesis (2-8 Credits)**

Independent work on honors thesis. Prerequisite: senior standing.

**PLSC 3991 Independent Study (1-4 Credits)**

Independent scholarship on a theoretical or empirical project. Prerequisite: faculty approval.

**PLSC 3995 Independent Research (1-10 Credits)**

Students must get instructor permission and fill out an Independent Study/Research form in order to enroll in an independent research course.

## Psychology

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Phone: 303-871-2478

Web Site: [www.du.edu/ahss/psychology](http://www.du.edu/ahss/psychology) (<http://www.du.edu/ahss/psychology/>)

The quest to understand human behavior is the heart of psychology. Through application of scientific principles, the psychologist searches for laws that explain human behavior and looks for ways to help people improve the quality of their lives.

Within the psychology department, students can work toward either a BA or BS and can focus study in a number of different content areas, including clinical, developmental, cognitive/neuroscience, social or quantitative psychology.

Faculty members are nationally recognized scholars and researchers as well as dedicated instructors. The department has excellent research and computing facilities and undergraduate students are encouraged to participate actively in research with their professors. Many students have coauthored one or more papers or publications with faculty members. The department also has an outstanding two-year distinction sequence, beginning in the junior year with an introduction to basic research principles and culminating in the senior year with the completion of a senior honors research project. A one-year internship experience is also available in a community hospital or agency for students with clinical interests.

While many psychology students pursue advanced degrees, interesting positions in related fields are also available for students with a BA or BS. These include positions as counselors, educators, parole officers, welfare officers and childcare and advocacy workers. A major in psychology can also provide strong preparation for careers in fields such as business, law and medicine. Students with an interest in brain function may want to consider the concentration in cognitive neuroscience, a joint major involving psychology and biological sciences. Please see the cognitive neuroscience section of this bulletin for more information.

## Psychology

### Major

#### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

40 credits of psychology, with 25 credits at the 2000 or 3000 level. Requirements include:

Code	Title	Credits
PSYC 1001	Foundations of Psychological Science	4
PSYC 2300	Introduction to Statistics	4
PSYC 3050	Research Methods	4
<b>Content Courses</b>		
Complete one 2000-level course meeting three of the following four content areas: <sup>1</sup>		12
Clinical:		
PSYC 2500	Adult Psychopathology	
Cognition and Neuroscience:		
PSYC 2031	Introduction to Cognitive Neuroscience	
Developmental:		
PSYC 2070	Child and Lifespan Development	
Social:		
PSYC 2740	Social Psychology	
<b>Electives</b>		
Complete additional psychology courses to meet the 40 credit minimum; these can include extra courses from above.		16
<b>Total Credits</b>		<b>40</b>

Students must earn one minor or a second major. Note that only 60 credits of PSYC can count toward the total University credits necessary for the BA degree, with the exception that courses in the distinction sequence (PSYC 2751 Junior Honors Research Seminar, PSYC 2752 Junior Honors Research Seminar, PSYC 3150 Senior Honors Research Seminar, PSYC 3151 Senior Honors Research Seminar, PSYC 3152 Senior Honors Research Seminar) do not count against the 60 credit maximum.

Students interested in Distinction in the Major should consult with an advisor or the instructor for the Junior Honors sequence for additional information.

<sup>1</sup> Students may have additional options, contact advisor.

## Bachelor of Science Major Requirements

(183 credits required for the degree (p. 95))

45 credits of psychology, with 25 credits at the 2000 or 3000 level. Requirements include:

Code	Title	Credits
PSYC 1001	Foundations of Psychological Science	4
PSYC 2300	Introduction to Statistics	4
PSYC 3050	Research Methods	4
<b>Content Courses</b>		
Complete one 2000-level course from each of the following four content areas: <sup>1</sup>		16
Clinical:		
PSYC 2500	Adult Psychopathology	
Cognition and Neuroscience:		
PSYC 2031	Introduction to Cognitive Neuroscience	
Developmental:		
PSYC 2070	Child and Lifespan Development	
Social:		
PSYC 2740	Social Psychology	
<b>Electives</b>		
Complete additional psychology courses to meet the 45 credit minimum; these can include extra courses from above.		17
<b>Total Credits</b>		<b>45</b>



Students must have either two minors or a second major with a minor, with at least one of these two being a natural or computer science or mathematics. Students interested in the Distinction in the Major should consult with an advisor or the instructor for the Junior Honors sequence for additional information.

<sup>1</sup> Students may have additional options, contact advisor.

## Secondary Major

### Secondary Major Requirements

40 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

20 credits of psychology, including:

Code	Title	Credits
PSYC 1001	Foundations of Psychological Science	4
<b>Content Courses</b>		
Complete one 2000-level course meeting two of the following four content areas: <sup>1</sup>		8
Clinical:		
PSYC 2500	Adult Psychopathology	
Cognition and Neuroscience:		
PSYC 2031	Introduction to Cognitive Neuroscience	
Developmental:		
PSYC 2070	Child and Lifespan Development	
Social:		
PSYC 2740	Social Psychology	
<b>Electives</b>		
Complete additional psychology courses to meet the 20 credit minimum; these can include extra courses from above.		8
<b>Total Credits</b>		<b>20</b>

<sup>1</sup> Students may have additional options, contact advisor.

## Cognitive Neuroscience Concentration

### Requirements for Psychology with Cognitive Neuroscience Concentration: Bachelor of Arts

(183 credits required for the degree (p. 92))

40 credits of psychology, with 25 credits at the 2000 or 3000 level. Requirements include:

Code	Title	Credits
PSYC 1001	Foundations of Psychological Science	4
PSYC 2300	Introduction to Statistics	4
<b>Research Methods</b>		
Select one of the following:		4
PSYC 3050	Research Methods	
<b>Content Courses</b>		
Complete one 2000-level course from each of the following four content areas: <sup>1</sup>		16
Clinical:		
PSYC 2500	Adult Psychopathology	
Cognition and Neuroscience:		
PSYC 2031	Introduction to Cognitive Neuroscience	
Developmental:		
PSYC 2070	Child and Lifespan Development	
Social:		

PSYC 2740	Social Psychology	
<b>Cognitive Neuroscience Electives</b>		
Complete one course listed below or that lists PSYC 2031 as prerequisite.		4
PSYC 3045	The Developing Brain (The Developing Brain)	
PSYC 3055	The Neuroscience and Psychology of Parenthood and Parent-Child Relationships	
PSYC 3080	Drugs and Behavior	
PSYC 3120	The Science of Love	
PSYC 3155	Motivation and Emotion	
PSYC 3160	Emotion Regulation	
PSYC 3660	Perception: A Cognitive Neuroscience Approach	
PSYC 3665	Executive Functioning	
PSYC 3688	Clinical Psychopharmacology	
<b>Additional Required Courses</b>		
PSYC 3035	Seminar: Cognitive Neuroscience	2
<b>Psychology Electives</b>		
Complete additional psychology courses to meet the 40 credit minimum; these can include extra courses from above.		6
<b>Total Credits</b>		<b>40</b>

Students must also have a major or minor in Biological Sciences with a Cognitive Neuroscience Concentration. Note that only 60 credits of PSYC can count toward the total University credits necessary for the BA degree, with the exception that courses in the distinction sequence (PSYC 2751 Junior Honors Research Seminar, PSYC 2752 Junior Honors Research Seminar, PSYC 3150 Senior Honors Research Seminar, PSYC 3151 Senior Honors Research Seminar, PSYC 3152 Senior Honors Research Seminar) do not count against the 60 credit maximum.

Students interested in Distinction in the Major should consult with an advisor or the instructor for the Junior Honors sequence for additional information.

<sup>1</sup> Students may have additional options, contact advisor.

## Requirements for Psychology with Cognitive Neuroscience Concentration: Bachelor of Science

(183 credits required for the degree (p. 95))

45 credits of psychology, with 25 credits at the 2000–3000 level. Requirements include:

Code	Title	Credits
PSYC 1001	Foundations of Psychological Science	4
PSYC 2300	Introduction to Statistics	4
<b>Research Methods</b>		
Select one of the following:		4
PSYC 3050	Research Methods	
<b>Content Courses</b>		
Complete one 2000-level course from each of the following four content areas: <sup>1</sup>		16
Clinical:		
PSYC 2500	Adult Psychopathology	
Cognition and Neuroscience:		
PSYC 2031	Introduction to Cognitive Neuroscience	
Developmental:		
PSYC 2070	Child and Lifespan Development	
Social:		
PSYC 2740	Social Psychology	
<b>Cognitive Neuroscience Electives</b>		
Select one course listed below or that lists PSYC 2031 as prerequisite.		4
PSYC 3045	The Developing Brain (The Developing Brain)	
PSYC 3055	The Neuroscience and Psychology of Parenthood and Parent-Child Relationships	
PSYC 3080	Drugs and Behavior	
PSYC 3120	The Science of Love	

PSYC 3155	Motivation and Emotion	
PSYC 3160	Emotion Regulation	
PSYC 3660	Perception: A Cognitive Neuroscience Approach	
PSYC 3665	Executive Functioning	
PSYC 3688	Clinical Psychopharmacology	

**Additional Required Courses**

PSYC 3035	Seminar: Cognitive Neuroscience	2
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**Psychology Electives**

Complete additional psychology courses to meet the 45 credit minimum; these can include extra courses from above.		11
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Students must have either two minors or a second major with a minor, one of which must be in Biological Sciences with a Cognitive Neuroscience Concentration. Students interested in the Distinction in the Major should consult with an advisor or the instructor for the Junior Honors sequence for additional information.

<sup>1</sup> Students may have additional options, contact advisor.

## Requirements for Psychology Minor with Cognitive Neuroscience Concentration

Concentration requirements for psychology majors are listed above. Please see the Department of Biological Sciences (p. 181) for biological sciences minor requirements associated with this concentration.

**Minor Requirements:**

Students must have a major in biological sciences or molecular biology with the cognitive neuroscience concentration. 22 credits, including:

Code	Title	Credits
PSYC 1001	Foundations of Psychological Science	4
PSYC 2031	Introduction to Cognitive Neuroscience	4
PSYC 3050	Research Methods	4
PSYC 2300	Introduction to Statistics <sup>1</sup>	

**Content Course**

Complete one of the following courses: <sup>2</sup>	4
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Clinical:

PSYC 2500	Adult Psychopathology	
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Developmental:

PSYC 2070	Child and Lifespan Development	
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Social:

PSYC 2740	Social Psychology	
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**Cognitive Neuroscience Electives**

Select one course listed below or that lists PSYC 2031 as prerequisite.	4
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PSYC 3045	The Developing Brain (The Developing Brain)	
PSYC 3055	The Neuroscience and Psychology of Parenthood and Parent-Child Relationships	
PSYC 3080	Drugs and Behavior	
PSYC 3120	The Science of Love	
PSYC 3155	Motivation and Emotion	
PSYC 3160	Emotion Regulation	
PSYC 3660	Perception: A Cognitive Neuroscience Approach	
PSYC 3665	Executive Functioning	
PSYC 3688	Clinical Psychopharmacology	

**Additional Required Course**

PSYC 3035	Seminar: Cognitive Neuroscience	2
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**Total Credits****22**

<sup>1</sup> PSYC 2300 or an equivalent is a required prerequisite for PSYC 3050.

<sup>2</sup> Students may have additional options, contact advisor.

## Requirements for Distinction in the Major in Psychology

- Two quarters of PSYC 2751 Junior Honors Research Seminar PSYC 2752 Junior Honors Research Seminar (at least five credits)
- Three quarters of PSYC 3150 Senior Honors Research Seminar PSYC 3151 Senior Honors Research Seminar PSYC 3152 Senior Honors Research Seminar (at least five credits)
- Completion of a research project

## BA/BS in Psychology

Psychology is one of the most popular majors at DU! We offer enough sections of our courses to accommodate students who are planning ahead to graduate in four years. Students concerned with their major progress should make an advising appointment to review their degree progress after checking their own progress against the typical schedule below.

Here is a sample four-year schedule of courses for a psychology major:

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
Language sequence or SI natural sequence		4 Language sequence or SI natural sequence		4 Language sequence or SI Natural sequence	4
AI Society or AI Natural		4 AI Society or AI Natural or SI Society		4 AI Society or AI Natural or SI Society	4
PSYC 1001		4 PSYC 1001 or 2300		4 PSYC 1001 or 2300	4
	16		16		16
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence		4 Language sequence or SI Natural sequence	4
AI Society or AI Natural or SI Society		4 PSYC 2300 or 3050		4 PSYC 2300 or 3050	4
PSYC 2300, 2031, 2070, 2500, or 2740		4 PSYC 2031, 2031, 2070, 2500, or 2740		4 PSYC 2031, 2070, 2500, or 2740 (or PSYC 2000-level elective)	4
INTZ 2501 <sup>1</sup>		2 Minor/Elective Course		4 Minor/Elective Course	4
	14		16		16
Third Year					
Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad Electives		16 PSYC 2031, 2070, 2500, or 2740 (or PSYC 2000 or 3000-level Elective)		4 PSYC 2031, 2070, 2500, or 2740 (or PSYC 2000 or 3000-level Elective)	4
		Minor and/or Elective Courses		12 Minor and/or Elective Courses	12
	16		16		16
Fourth Year					
Fall	Credits	Winter	Credits	Spring	Credits
ASEM XXXX		4 Minor and/or Elective Courses		12 Minor and/or Elective Courses	12
PSYC 3000-level Elective or Special Opportunity		4 PSYC 3000-level Elective or Special Opportunity		4 PSYC 3999	0
Minor and/or Elective Courses		8		PSYC 3000-level Elective or Special Opportunity	4
	16		16		16
<b>Total Credits: 190</b>					

### PSYC 1001 Foundations of Psychological Science (4 Credits)

The goal of this course is to provide a general introduction to psychology examining the biological basis of behavior, perception, learning, memory, developmental transitions, personality, psychopathology, treatment, and social contexts for behavior. After completing this course, students will be able to (1) demonstrate an understanding of the defining principles and perspectives central to the inquiry of psychological science, (2) understand appropriate methods, technologies, and data that social and behavioral scientists use to investigate human functioning and conduct, and (3) develop and communicate alternative explanations or solutions for social issues considering cultural and social contexts. This course counts toward the Scientific Inquiry: Society and Culture requirement.

### PSYC 1700 Topics in Psychology (4 Credits)

#### PSYC 2031 Introduction to Cognitive Neuroscience (4 Credits)

The goal of this course is to examine the relations between brain and behavior to better understand how complex behavior is mediated by the brain. Prerequisite: PSYC 1001.

#### PSYC 2070 Child and Lifespan Development (4 Credits)

This course explores biological, cognitive, social and emotional development across the lifespan, from the prenatal period through old age. After completing this course, students will be able to understand developmental methods and data that scientists use to investigate human development, apply developmental concepts to real-life situations and contexts, and understand explanatory systems and theories. Special attention is given to the influence of cultural and socioeconomic variations on human development. Prerequisite: PSYC1001.

**PSYC 2090 Human Sexuality (4 Credits)**

Physiological, behavioral and social aspects of human behavior. Prerequisite: PSYC 1001.

**PSYC 2112 Psychology Research (1-5 Credits)**

Through this course, students receive course credit while working on research projects in faculty-directed research groups. Roles and responsibilities vary by type of research conducted, phase of research projects that are active, and experience of the student participating in research. Students should reach out to those running research groups to ask about availability for any given quarter. Permission of instructor required.

**PSYC 2300 Introduction to Statistics (4 Credits)**

Elementary statistical methods in psychology and education. Required for all students, but especially important for students planning graduate work in psychology. Recommended: knowledge of basic algebra. Prerequisite: PSYC 1001.

**PSYC 2500 Adult Psychopathology (4 Credits)**

Nature, causes, treatment and prevention of patterns of psychopathology (clinical disorders), primarily in adults. Prerequisite: PSYC 1001.

**PSYC 2540 The Psychology of Couples Relationships: From Dating to Mating and Beyond (4 Credits)**

The primary complaints of couples in therapy include: "We can't communicate." "We fight too much." "We have grown apart and have no sex." "He/she cheats on me and /or is aggressive." We cover research on these issues, as well as how to help couples select great mates and have a lifetime loving healthy relationship. Throughout the course we cover overarching themes including the influence of popular culture (listening to music, watching movie clips) diversity in relationships (e.g., Same-sex Marriage). Prerequisite: PSYC 1001.

**PSYC 2610 Forensic Psychology (4 Credits)**

Scientific study of the intersection of human behavior and the legal process. Prerequisite: PSYC 1001.

**PSYC 2620 Psychology of Diversity (4 Credits)**

This course provides a deep investigation into issues of diversity from a psychological perspective, including how we can understand both the value of and the threats to diversity in regards to gender, race, age, weight, and more. Prerequisite: PSYC 1001.

**PSYC 2630 Organizational Psychology (4 Credits)**

This course will provide an introduction to the field of Organizational Psychology. Organizational psychologists aim to understand behavior in organizational settings. Additionally, they apply psychological research to understanding behavior at work. The course will be broken into three units that focus on different levels of the organization. In the first unit, we will discuss the individual-level, including topics such as personality and diversity. The second unit will focus on groups, including topics such as group dynamics and negotiation. In the third unit, we will apply what we've already learned to understand the system-level, including discussions of organizational culture and organizational change. Prerequisite: PSYC 1001.

**PSYC 2700 Topics in Psychology (1-4 Credits)**

Prerequisite: PSYC 1001.

**PSYC 2701 Topics in Psychology (1-4 Credits)**

Prerequisite: PSYC 1001.

**PSYC 2740 Social Psychology (4 Credits)**

Concepts, data and principles regarding social influences on human behavior. Prerequisite: PSYC 1001.

**PSYC 2751 Junior Honors Research Seminar (1-4 Credits)**

First course in a two-year sequence. Research, design and methodology to facilitate a senior research thesis. Prerequisites: PSYC 1001. PSYC 3050. Requires acceptance to psychology distinction program and permission of instructor.

**PSYC 2752 Junior Honors Research Seminar (1-4 Credits)**

Second course in a two-year sequence. Research, design and methodology to facilitate a senior research thesis. Prerequisites: PSYC 1001. Requires acceptance to psychology distinction program and permission of instructor.

**PSYC 2760 Field Experiences in Learning & Applied Behavior Analysis (4 Credits)**

Introduction to the application of learning principles and applied behavior analysis. Students obtain first-hand experiences working in a community setting. Prerequisites: PSYC 1001. Permission of instructor required.

**PSYC 3010 Psychology Micro-credential (2 Credits)**

In this class, students brainstorm, develop, and execute an experiential project in the area of either Diversity and Inclusion, Data-informed Decisions, or Mental Health, while engaging in a variety of professional development activities (e.g., mock interviews, in-class workshops on writing CVs, resumes, and personal statements). Each student's experiential project is unique, related to their chosen micro-credential pathway, and based on their personal area(s) of interest. For example, a student pursuing a Diversity and Inclusion micro-credential might choose to investigate the efficacy of workplace diversity trainings and create an industry-facing resource for effective training approaches. A student on the Data-informed Decisions pathway might propose or conduct a research study or learn a new data analysis software (e.g., R, JASP, SPSS). Finally, a student pursuing a micro-credential in Mental Health might engage in an internship or interview clinicians and write a report on their findings. Overall, this class allows students the opportunity to delve deeper into an area of psychology they are personally passionate about and helps them to be better prepared for whatever comes next after graduating from the University of Denver. By passing this class and (separately) passing two required classes and one elective class (based on the student's chosen micro-credential pathway; course options can be found here: <https://liberalarts.du.edu/psychology/academics/psychology-micro-credentials>), students can earn a micro-credential and digital badge. (More information about micro-credentials and digital badges can be found here: <https://www.du.edu/registrar/academic-programs/micro-credentials-badges>). Instructor approval is required to join this course and is only granted after interviewing and applying (contact Dr. Daniel Storage at [Daniel.Storage@du.edu](mailto:Daniel.Storage@du.edu) for more information).

**PSYC 3015 Nonverbal Behavior (4 Credits)****PSYC 3020 Adolescence (4 Credits)**

This course examines development during the adolescent years exploring biological, cognitive, and social transitions central to this developmental stage. It considers key contexts in which adolescents develop: families, peer groups, schools, work, leisure, and the mass media. Special attention is given to the importance of diverse social and cultural experiences and its impact on adolescent behavior and cognition. Prerequisites: PSYC2070 and PSYC3050, must be major or minor in psychology, must have junior or senior standing.

**PSYC 3028 Social Cognition (4 Credits)**

Social cognition describes how people make sense of themselves and others. The emphasis on “how” is important—social cognition research focuses on perceptual, cognitive, and affective processes that help people think about themselves and others. You will learn about the theories, findings, and methods in a specific area of study. If you have not taken one of those courses, you should talk the instructor before signing up for this class. Prerequisites: PSYC 2740 and PSYC 3050. Course is restricted to psychology majors or minors with at least junior standing.

**PSYC 3029 Imaging the Mind (4 Credits)**

Imaging the Mind is an introductory course to the basic theory and data analysis techniques used in functional magnetic resonance imaging (fMRI). It will cover basic brain anatomy, the basic physics of MRI, experimental design, data processing and the issues associated with data processing, and interpretation of fMRI data. Students in this course will receive hands-on experience in processing a data set from start to finish. They will apply different image preprocessing techniques, statistical design parameters, and statistical models to determine how these factors influence the outcome of the data and how these factors influence the interpretation of that data. In this manner, each student will be exposed individually to the decision issues and interpretation pitfalls involved in fMRI data analysis. Cross listed with PSYC 4255. Prerequisites: PSYC 2031 and PSYC 3050, must be major or minor in psychology, must have junior standing. Permission of the instructor required.

**PSYC 3032 Introduction to Neural Networks (4 Credits)**

Introduction to basic principles and computational methods in artificial neural network modeling; neural models of cognitive and psychological processes examined and evaluated. Cross listed with PSYC 4254. Prerequisite: PSYC 1001 and PSYC 3050. Must be major or minor in psychology. Must have junior standing. Permission of instructor required.

**PSYC 3035 Seminar: Cognitive Neuroscience (2 Credits)**

This seminar is for students in the cognitive neuroscience specialization, a joint program with Biological Sciences. The goal of the seminar is to provide an opportunity for senior-level cognitive neuroscience majors to apply the knowledge and skills they have acquired in other courses to current cutting-edge topics in the field. Prerequisites: PSYC 2031 and PSYC 3050, must have cognitive neuroscience concentration, must have senior standing.

**PSYC 3045 The Developing Brain (4 Credits)**

This course presents an overview of current research and methods in the field of developmental cognitive/affective/social neuroscience. The course examines what the brain tells us about development and what development tells us about the brain. Topics include sensitive periods for neuroplasticity, pediatric neuroimaging methods, attention, language, affective and social development. Prerequisites: PSYC 2031 and PSYC 3050. Must be major or minor in psychology, must have junior standing.

**PSYC 3050 Research Methods (4 Credits)**

Survey of research methods and research designs in psychology used to study behavior. Required for all psychology majors, especially foundational for those planning graduate work focusing on research in psychology. Prerequisites: PSYC 2300 or INFO 1020 or BIOL 2090 or STAT 1300. Must be major or minor in psychology.

**PSYC 3055 The Neuroscience and Psychology of Parenthood and Parent-Child Relationships (4 Credits)**

This course explores the theory, research and issues relevant to parenthood and parent-child relationships. The course overviews the evolutionary, neurobiological, and psychological perspective of parent-child relationships with a focus on the understanding of recent advances in neuroscience research. Topics include neuroplasticity of parental brain, maternal vs. paternal biology for parenting, and social and biological determinants of parent-child relationships. Emphasis is placed on discussion of current research, evaluation of the findings, and proposals and ideas of new research in the field. The goal is not to memorize facts but rather to learn to think like a developmental cognitive/social neuroscientist. Cross-listed with course PSYC 4055. Prerequisites: PSYC 2031 and PSYC 3050; must be major or minor in psychology; must have junior standing.

**PSYC 3060 Eating Disorders (4 Credits)**

Overview of etiology, clinical presentation, prevention and treatment of eating disorders. Prerequisites: PSYC 2500 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3080 Drugs and Behavior (4 Credits)**

Nature of licit and illicit drugs; their short- and long-term biological and psychological effects. Prerequisites: PSYC 2031 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3085 Autism (4 Credits)**

This course offers an in-depth examination of autism spectrum disorder (ASD) including a discussion of the characteristics of ASD, variables that contribute to one's likelihood of developing ASD, and treatments and strategies that are effective in supporting individuals with ASD. Prerequisites: PSYC 2070 and PSYC 3050; must be majoring or minoring in psychology, must have junior standing.



**PSYC 3090 Infancy and Early Childhood (4 Credits)**

The objective of this course is to introduce the study of early development focusing on the prenatal and infant periods. This course considers the exciting changes that take place during pregnancy for both mom and fetus. This course considers biological, cognitive, social, and physical development. This course is part of the field of Developmental Science. The prominent theories and research in the field are considered. Questions developmental psychologists currently and historically study and the research they conduct to help answer these questions are explored. Prerequisite: PSYC 2070 or PSYC 2050 or PSYC 2055, and PSYC 3050. Must be either a major or minor in psychology. Must have junior standing.

**PSYC 3095 Middle Childhood (4 Credits)**

Introduction to the physical, social-emotional, and cognitive development of children ages 6 to 12. The influence of families, culture, race/ethnicity, and teacher/school characteristics on children's development will be emphasized. Prerequisites: PSYC 3050; Must be either a major or minor in Psychology; Junior standing.

**PSYC 3109 Depression (4 Credits)**

This course extends knowledge acquired in PSYC 1001 and in PSYC 2500 to the in-depth study of mood disorders (unipolar and bipolar depression) across the lifespan. It covers in depth various topics, including description and classification of mood disorders, the various causes of these emotional disturbances (e.g., psychosocial, biological, genetic), and treatments of these disorders across the lifespan. Prerequisites: PSYC 2500 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3112 Advanced Psychology Research (1-5 Credits)**

This course provides an opportunity for students who have already completed 10 hours of PSYC 2112 Psychology Research to gain advanced experience in a current research group run by a faculty member in psychology. Prerequisites: 10 hours of PSYC 2112, 40 credit hours in psychology, and permission of instructor.

**PSYC 3120 The Science of Love (4 Credits)**

This course explores the theory, research and issues relevant to love in parent-child and romantic relationships. Prerequisites: PSYC 1001, and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3130 Couples Therapy and Relationship Education: Current Status and Future Directions (4 Credits)**

There are two major approaches to helping couples achieve happy and healthy relationships over time: Couples Therapy and Couples Relationship Education. Whereas therapy helps distressed couples improve an unhappy relationship, relationship education serves as a preventative intervention designed to help happy couples protect and preserve their happiness. This course covers the major research-based approaches to couples therapy, including Cognitive-Behavioral Therapy, Integrative-Behavioral Couples Therapy and Emotional-Focused Couples Therapy. In addition, the class covers the major research-based approaches to couples relationship education, including PREP, CouplesCare, and Relationship Education. The class also focuses on both common and distinctive challenges that couples face, including: long-distance relationships, having a child, overseas deployments for military couples, psychological issues, substance abuse, medical issues, infidelity, aggression, dealing with social media and aging. Finally, the class covers issues related to diversity, including same-sex couples, interracial couples and couples from other countries and cultures. Prerequisites: PSYC 3050, PSYC 2740 and PSYC 2300 or equivalent. Must be a major or minor in psychology, must have junior standing.

**PSYC 3150 Senior Honors Research Seminar (1-5 Credits)**

In conjunction with senior research thesis. Prerequisites: PSYC 2751 and PSYC 2752.

**PSYC 3151 Senior Honors Research Seminar (1-5 Credits)**

In conjunction with senior research thesis. Prerequisites: PSYC 2750, PSYC 2751 and PSYC 2752.

**PSYC 3152 Senior Honors Research Seminar (1-5 Credits)**

In conjunction with senior research thesis. Prerequisites: PSYC 2751 and PSYC 2752.

**PSYC 3155 Motivation and Emotion (4 Credits)**

Social and biological approaches to study of motivation and emotion in humans and lower animals. Prerequisites: PSYC 2031 and PSYC 3050. Must be major or minor in psychology. Must have junior standing.

**PSYC 3160 Emotion Regulation (4 Credits)**

This course covers the current state of psychological and neuroscience research on how we're able to control our emotions (emotion regulation). This topic includes studies of different types of emotion regulation strategies, such as cognitive reappraisal and expressive suppression, stress and coping, as well as self-regulation more broadly. This is a service learning course; students are required to give presentations to the class and to community members. Prerequisites: PSYC 2031 and PSYC 3050; must be major or minor in psychology, must have junior standing.

**PSYC 3262 Affective Neuroscience (4 Credits)**

Affective neuroscience is the study of emotions in the brain. In this course, we explore how new frontiers in emotion research, from brain scans to psychoactive drugs to monkey colonies, have changed the way we think about emotions and moods. We aim to learn how scientists ask these new questions: How and what can we learn about emotion from animal models, patient studies, genetic studies, brain scans, and drugs? We learn and debate different theories about what emotions are: When are emotions helpful and harmful? Why do we have them? How many are there? Can we control how we feel? Finally, we learn how to think about emotions scientifically: What kind of evidence matters? How do emotion scholars talk about their work? What kind of questions can we ask, and what kind can we hope to answer? Cross listed with PSYC 4262. Prerequisites: PSYC 2031 and PSYC 3050; must be major or minor in psychology, must have junior standing. Permission of the instructor required.

**PSYC 3300 Psychology of Inequality (4 Credits)**

Living in contexts of high economic inequality has psychological implications for everyone, not just those at the upper or lower ends of the economic spectrum. In this course, we will explore current trends in economic inequality and discuss how people think about inequality. We will also examine the consequences of inequality for individuals and for social groups. We will pay particular attention to how the cultural and social environment may lead to thought processes that justify and reinforce inequalities. Finally, we will discuss potential strategies that can help reduce inequality or buffer against its consequences. Prerequisites: PSYC 2740 and PSYC 3050.

**PSYC 3350 Cultural Psychology (4 Credits)**

This seminar examines how people's sociocultural context shapes their thoughts, feelings, and behaviors. To approach this question, we read and discuss classic as well as recent theoretical and empirical articles from the field of cultural psychology. Topics include defining culture; dimensions of cultural variation; culture-biology interactions; methodological considerations; cultural influences on cognition, emotion, the self, moral judgment, and health; cultural neuroscience; cultural approaches to race and ethnicity; and mechanisms of cultural influence. Throughout, this course emphasizes sociocultural diversity in psychological processes. Students are encouraged to develop empirically tractable ways of asking and answering questions relating to cultural psychology and to apply concepts of cultural psychology to their own research. Prerequisite: PSYC 2740 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3520 Introduction to Clinical Psychology (4 Credits)**

Overview of clinical roles theory and research; function and dilemmas of clinical psychologists. Prerequisites: PSYC 2500 and PSYC 3050; must be major or minor in psychology, must have junior standing.

**PSYC 3530 Child Psychopathology (4 Credits)**

Child Psychopathology surveys the latest theory and research in the field of developmental psychopathology, which is the study of abnormal behavior from a developmental perspective. Students learn about what the emotional and behavioral disorders of childhood and adolescence are, what causes them, and how they are treated. Additionally, the course covers how we judge what is considered to be abnormal or atypical, how we classify abnormal or atypical behavior, and how we acquire knowledge about developmental psychopathology. Prerequisites: PSYC 2500 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3550 Personality (4 Credits)**

This course will provide an introduction to the study of personality. Personality psychologists aim to understand how people make sense of who they are, why people behave the way that they do, and how individuals are similar to and different from one another. Course restricted to psychology major or minor students with at least junior standing. Prerequisites: PSYC 2500 and PSYC 3050.

**PSYC 3610 Advanced Topics in Philosophy, Psychology, and Cognitive Science (4 Credits)**

This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, psychology, and cognitive science. More specifically, our main goal is to engage in a critical discussion of how the study of the mind requires an interdisciplinary approach that integrates empirical findings with conceptual and philosophical theorizing. Cross listed with PHIL 3610. Prerequisites: PSYC 1001 and PSYC 3050; must have junior standing.

**PSYC 3660 Perception: A Cognitive Neuroscience Approach (4 Credits)**

An introduction to human perception with a strong emphasis on visual perception. This course evaluates the current understanding of how neural activity in the brain allows people to perceive basic sensory features (e.g., brightness, color, size, position, depth, movement, loudness and pitch) as well as recognize and discriminate complex perceptual patterns (e.g., 2D-shapes, 3D-objects, faces, and scenes). The underlying mechanisms are discussed on the basis of behavioral, neurophysiological, and computational evidence. We attempt to understand how the brain creates what we see and hear. Cross-listed with PSYC 4660. Prerequisites: PSYC 2031 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3665 Executive Functioning (4 Credits)**

This course provides an overview of current research, theories, and methods in the study of executive function and cognitive control. We will explore executive function from an interdisciplinary perspective, drawing on work from cognitive psychology and neuroscience, clinical neuropsychology, and developmental and educational psychology. Topics include the brain basis of executive function and cognitive control, the unity and diversity of executive functions, the development of executive functions, emotion and motivation as modulating influences on executive control, executive function in psychopathology, the role of individual differences, and links between executive function performance and higher-order behavioral outcomes. Prerequisites: PSYC 2031. Enrollment restricted to PSYC majors or minors with Junior standing.

**PSYC 3666 Brain Development & Cognition (4 Credits)**

Examines what the brain tells us about development and what development tells us about the brain. Topics include subcortical and cortical developments to the acquisition of language and drawing. Prerequisites: PSYC 2070 and PSYC 3050; must be major or minor in psychology, must have junior standing.

**PSYC 3688 Clinical Psychopharmacology (4 Credits)**

This course offers an in-depth examination of medications used to treat mental disorders, including the neurobiology of these medications. Different options available for each disorder will be discussed, along with issues related to the effective use of psychiatric medications. Prerequisites: (PSYC 3080 or BIOL 3642) and PSYC 3050, must be major or minor in psychology, must have junior standing.

**PSYC 3701 Topics in Psychology (1-4 Credits)**

Prerequisites: PSYC 1001 and PSYC 3050; must be major or minor in psychology, must have junior standing.

**PSYC 3759 Foundations for Field Experiences (2 Credits)**

Students prepare for internships in the helping field by learning about various placement settings that provide services to client populations, learning basic therapeutic skills, and preparing to seek internships. Prerequisites: PSYC 2500 or equivalent, 21 years old by October 1, must be major in psychology, must have junior standing. Permission of the instructor required. Corequisite: PSYC 3760.

**PSYC 3760 Field Experiences in Psychology (2 Credits)**

Students meet weekly with professor and complete an unpaid internship at a community organization. Prerequisites: PSYC 2500 or equivalent, 21 years old by October 1, must be major in psychology, must have junior standing. Permission of the instructor required.

**PSYC 3761 Field Experiences in Psychology (4 Credits)**

Students meet weekly with professor and complete an internship at a community organization. This class has a service learning component. Prerequisites: PSYC 2500 or equivalent, PSYC 3760, must be major in psychology, must have junior standing. Permission of the instructor required.

**PSYC 3762 Field Experiences in Psychology (4 Credits)**

Students meet weekly with professor and complete an unpaid internship at a community organization. This class has a service learning component. Prerequisites: PSYC 2500 or equivalent, PSYC 3760, PSYC 3761, must be major in psychology, must have at least junior standing. Permission of the instructor required.

**PSYC 3800 Internships in Psychology (4 Credits)**

Students complete an internship in the mental health or social work field while simultaneously completing assignments via our online classroom environment aimed at enhancing their understanding of 1) the application of psychological knowledge, b) professional development issues, and c) ethical and legal guidelines that impact social service providers. Must be a psychology major. Permission of instructor required and written confirmation from an internship site that indicates they will provide an unpaid internship slot for the student during the course duration. Prerequisites: PSYC 1001 or its equivalent, and PSYC 2500 or its equivalent.

**PSYC 3991 Independent Study (1-10 Credits)**

Maximum of 5 hours per quarter not to exceed a total of 10 quarter hours.

**PSYC 3999 Psychology Senior Assessment (0 Credits)**

This course involves a required assessment of graduating psychology majors' knowledge of the discipline based on coursework taken one quarter prior to graduation. Prerequisites: at least any four of the following courses required for the major: PSYC 1001 or equivalent, PSYC 2300, 3050, PSYC 2500, PSYC 2070, PSYC 2031, PSYC 2740, and at least 163 total credit hours or at least 30 credits of psychology hours.

## Public Policy

Office: Sie International Relations Complex

Mail Code: 2201 South Gaylord Street, Denver, CO 80208

Phone: 303-871-2468

Email: baints@du.edu

Web Site: <https://korbel.du.edu/academics-advising/programs-ug/ba-minor-public-policy> (<https://korbel.du.edu/academics-advising/programs-ug/ba-minor-public-policy/>)

Public policy is where law, politics, and business meet. It is a multidisciplinary approach to analyzing and evaluating information to solve collective problems. Public policy professionals develop, assess, and evaluate alternative approaches to current and emerging issues, such as education, health care, national defense, or immigration. The undergraduate program in public policy provides a focused, highly competitive major and minor in public policy for ambitious and motivated students.

Since its creation in 1981, the program graduates have enrolled in some of the best graduate and law schools in the United States; worked as legislative aides for the U.S. Congress or as staff assistants for various branches of government; and have found their studies immediately applicable to the public, private, and nonprofit sectors. As part of the Josef Korbel School of International Studies, the public policy program has both a domestic and an international focus.

Students must complete 44 credits in order to fulfill the major requirements, including six core classes, three courses within one of the four standing specializations or in a custom specialization (see Program of Study), and two public policy electives. The four standing specialization areas are development, economic policy, environmental policy, or social policy. Alternatively, students may build a unique specialization (e.g. security, local government, homelessness, etc.) with advisor approval,

## Major

### Bachelor of Arts Major Requirements

44 credits in public policy or select courses approved for elective credit by the program director. Requirements include the following:

Code	Title	Credits
<b>Required Core Courses</b>		<b>24</b>
PPOL 1910	Introduction to Public Policy	
PPOL 2000	The Politics of American Policymaking	

PPOL 2701	Topics in Public Policy (Public Policy Analysis and Presentation)
PPOL 2701	Topics in Public Policy (Professional Skills for Public Policy)
PPOL 3115	Economics for Public Policy I: Aggregates and Production
PPOL 3300	Ethics in Public Policy

### Specializations 12

Students take 3 classes from within one of the four standing specializations below or they build a unique one (security, local governance, homelessness, etc.) with advisor approval. The four standing specializations are (drawn from a list of current AY 23-24 courses; other courses may be developed in the future):

#### Development

PPOL 3701	Topics in Public Policy (Development Policy)
INTS 2180	Politics of Development
INTS 2490	Introduction to Global Health
INTS 3365	African Development: Patterns, Issues and Prospects for the SDGs
INTS 3385	Migrants and Refugees: Humanity on the Move
INTS 3530	Feeding the World: Global Food Security and Food System Sustainability
INTS 3701	Topics in Int'l Studies (Modeling for Development, Sustainability, and Security )
INTS 3702	Topics in Int'l Studies (International Development Challenges)

#### Economic Policy

PPOL 3117	The Making of Economic Policy
PPOL 3118	Public Policy-Money & Finance
INTS 2370	Globalization and the Knowledge Economy
INTS 2667	Illicit Markets
INTS 3013	Corruption – A Global Epidemic
INTS 3347	China in the Global Economy
INTS 3600	International Monetary Relations
ECON 2450	Race in the Economy

#### Social Policy

PPOL 2710	Demography of Public Policy
PPOL 2802	Supreme Court & Public Policy
PPOL 3125	Power and Policy
INTS 2470	Crime & International Politics
INTS 2760	Epidemics, Pandemics, and Panic
INTS 3013	Corruption – A Global Epidemic
INTS 3505	International Health and Development
SOCI 2500	Schooling and Society
SOCI 2624	Labor and the Contemporary Prison System
SOCI 2628	Mass Incarceration

#### Environmental Policy

INTS 3421	Environmental Justice Policy and Practice
INTS 3530	Feeding the World: Global Food Security and Food System Sustainability
INTS 3701	Topics in Int'l Studies (Modeling for Development, Sustainability, and Security )
INTS 3703	Topics in Int'l Studies (Global Environmental Challenges)
INTS 3715	The Politics and Policy of Sustainable Energy
ECON 2360	Economics, Ecology, and Social Welfare
GEOG 3420	Urban and Regional Planning
GEOG 3425	Urban Sustainability

#### Customized Unique Specialization:

Consists of three, 3000-level courses not already being used as core courses for PPOL and pre-approved by the Public Policy Program Faculty Director.

### Electives 8

8 credits of PPOL approved courses from outside of the student's specialization.

### Total Credits 44

## Minor

### Minor Requirements

24 credits, including the following:

Code	Title	Credits
<b>Required courses</b>		
PPOL 1910	Introduction to Public Policy	4
PPOL 2000	The Politics of American Policymaking	4
<b>Electives</b>		<b>16</b>
Select an additional 16 credits in public policy electives to meet the 24 credit minimum.		
<b>Total Credits</b>		<b>24</b>

### Requirements for Distinction in the Major in Public Policy

- Minimum 3.5 cumulative GPA (at the time of application and graduation);
- Minimum 3.7 major GPA (at the time of application and graduation);
- Submission of Departmental Distinction application, by April 1st of your junior year (assuming a traditional four-year timeline). The application form is available on the Korbel Undergraduate Digication site (<https://du.digication.com/korbel-undergraduate/home/>). Failure to apply on time will invalidate a student's eligibility to participate in the program.
- Students accepted to the Departmental Distinction Program must successfully complete the following curriculum in a satisfactory manner in order to achieve distinction in PPOL:
- PPOL 3990 (<http://bulletin.du.edu/search/?P=INTS%203990>) Thesis: Completion of Senior Analytical Policy Memorandum (4 credit hours) - Fall or Winter Quarter of senior year.

#### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
AI Society (or other Common Curriculum course)	4	SI Society (or other Common Curriculum course)	4	SI Society (or other Common Curriculum course)	4
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
PPOL 1910	4	PPOL 2000	4	PPOL 2701	4
		<b>16</b>			<b>16</b>

#### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4	Language sequence or SI Natural sequence	4
Minor course or elective	4	Minor course	4	AI Natural	4
PPOL Specialization		Elective or Minor course	4	Minor course	4
Minor course	4	PPOL 2701	4	INTZ 2501 <sup>1</sup>	2
				PPOL Elective	4
		<b>12</b>			<b>16</b>

#### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
ABRE 2988	0-18	Minor course	4	Minor course	4
		AI Society	4	PPOL Specialization	4
		PPOL 3115 (or other PPOL course)	4	PPOL Specialization	4
		PPOL 3300 ((or other PPOL course))	4	Elective	4
		<b>0-18</b>			<b>16</b>

#### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
ASEM	4	PPOL Elective	4	PPOL Specialization	4
Minor course	4	Elective	4	Minor course or Elective	4
Minor course or Elective	4	Elective	4	Minor course or Elective	4
Minor course or Elective	4	Elective	4	Elective or Major/Minor course	4
		<b>16</b>			<b>16</b>

**Total Credits: 174-192**

<sup>1</sup> INTZ 2501 Exploring Global Citizenship is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

**PPOL 1910 Introduction to Public Policy (4 Credits)**

This class will focus on three main areas. First, we will review the policy-making process in the U.S. and methods of evaluation of critical public policy issues. Second, we will review basic issues with decision-making and their relevance for public policy. Third, we will apply these analytic techniques to some of the most urgent public policy problems, solutions, and tradeoffs we as a society currently confront in the areas such as: government spending, immigration, health care, education, environment, foreign policy. In sum, we will examine a broad range of complex policy choices that our nation faces in this era of remarkable social, economic, and political change. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PPOL 2000 The Politics of American Policymaking (4 Credits)**

This course is designed as a rigorous, analytical introduction for public policy majors to the ways in which American public policy is actually made and includes discussion of (1) Congress; (2) the President; (3) the Supreme Court; and (4) Regulatory agencies. The course is problem-centered and core policy dilemmas are discussed from both cost-benefit and decision-making perspectives. Key topics include the following interrelated issues: (a) fiscal policy and the federal budget; (b) entitlement reform; (c) health care; (d) national security; (e) the financial crisis and economic growth; (f) education; (g) criminal justice; and (h) environmental policy.

**PPOL 2350 Governing Cities Today (4 Credits)**

This course introduces students to current major policy challenges that urban areas worldwide must face. We will begin with a general overview of the evolution of the urban form until today and then we will delve deeper into selected topics of interests for city populations in and out of the U.S., in the developed as well in the developing world. Topics will include development, housing urban mobility, sustainability, safety, and more. The class will feature prominent guest speakers from city governments, businesses, policy organizations, and other urban-relevant sectors.

**PPOL 2701 Topics in Public Policy (4 Credits)**

Various topics in public policy are covered. Topics change each term as deemed appropriate with local, regional, and federal policy issues and regulation changes. Prerequisite: PPOL 2000.

**PPOL 2710 Demography of Public Policy (4 Credits)**

Demography is destiny." The consequences for American public policy are profound. America is aging, but becoming more diverse. A society in the midst of dynamic change is a society full of possibilities, but vulnerable to conflict. Values become indeterminate, with traditional communities vying for legitimacy with emergent cultures. Social movements, often populist in nature, challenge the established political order. This course focuses on the delineation of effective public policies to deal with demographic challenges, including (1) immigration policy; (2) the process of assimilation; (3) education; (4) geographic realignment; (5) competitive advantage of the United States relative to the European Union, Russia, and China. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PPOL 2802 Supreme Court & Public Policy (4 Credits)**

Students examine the policy-making role of the Supreme Court in such areas as civil rights, economic policy, freedom of expression, and criminal justice, while studying the overall power of the Court to determine social policy.

**PPOL 2804 Federal Budgetary Policy (4 Credits)**

Students gain knowledge of the basics of government fiscal planning through a simulation of the federal budget process.

**PPOL 3115 Economics for Public Policy I: Aggregates and Production (4 Credits)**

The tools and techniques of economics are essential for policy analysis. This course provides an intensive and comprehensive introduction to the field of economic analysis, with a specific emphasis on the applicability of economics to public policy and problem solving within the field of policy analysis. Topics include supply and demand; gross domestic product; business cycles; classical and neo-classical economic theory; Keynesianism and Keynesian equilibrium; the "Chicago School"; fiscal policy; inflation; stimulation of aggregate demand; employment and unemployment equilibrium; creation of money; the Federal Reserve system; national debt; the financial sector; public and private debt. Prerequisite: sophomore standing. Recommended Prerequisite: PPOL 2000.

**PPOL 3116 Economics for Public Policy II: Choices and Competition (4 Credits)**

This course is the sequel to PPOL 3115. Core topics include consumer choice; choices in the public and private sector; the role of private self-interest; the role of governmental self-interest ("public choice"); utility maximization; price elasticity of demand; short and long-run costs; competition; monopoly; efficiency; oligopoly; antitrust policy; positive and negative externalities, such as taxes and regulations; effects of governmental uncertainty; market distortions; trade policy; profitability; productivity; the economics of health care and environmental regulation; leading and lagging indications of economic activity; creation of economic policy; "theory" vs. "applied" considerations. Prerequisites: PPOL 3115 and sophomore standing. Recommended Prerequisite: PPOL 2000.



**PPOL 3117 The Making of Economic Policy (4 Credits)**

This course deals with how economic policy is made. We seek to understand how policymakers confront key decisions and how social, political, and economic forces impact the choices that they make. We will study selected examples of policy design, discussing the views, constraints, and motivations of key actors and groups that influence the policy formation process and explore how these results differ from the policy prescriptions of micro and macroeconomics. We seek to understand key debates around major government policy decisions and analyze the options open to policymakers at the time at which they took those decisions. Through in-depth discussions of selected policy cases, we will explore key issues in macroeconomics, international economics, and development economics that are relevant to the perspective of international relations practitioners. Topics covered include global financial and health crises, fiscal deficits, structural adjustment, the role of multilateral organisms, high and runaway inflation, the causes of underdevelopment, economic sanctions, debt limits, the spread of globalization, and the reliability of economic data.

**PPOL 3118 Public Policy-Money & Finance (4 Credits)**

This course is about money—the fuel that powers American society. Students will develop a sophisticated understanding of the American financial system, while coming to terms with the relationship between money, markets, and government. Students will learn key concepts in public finance, along with the operation of financial instruments like stocks, bonds, commodities and derivatives. Students who take this course will understand monetary and fiscal policy, taxation, exchange rates, and the vital role of credit.

**PPOL 3125 Power and Policy (4 Credits)**

This course focuses on the historical development of American 20th-century policy trends and will emphasize (1) the creation of the regulatory state, beginning in the late 1890s and accelerating through the Progressive Era; (2) the Great Depression, the New Deal, and the rise of entitlement culture; (3) World War II, the rise of the military-industrial state and the suburbanization of the 1950s; (4) the Civil Rights Revolution, the New Frontier and Great Society of Kennedy and Johnson—together with the value changes of the 1960s; (5) the Regan Era and the conservative challenge to big government; and (6) the policy dichotomies and uncertainties.

**PPOL 3230 Analytical & Critical Skills (4 Credits)**

Students gain the tools necessary to analyze competing points of view using empirical techniques and statistical inference. Students also learn the history and development of the scientific method; how to distinguish between speculation, theory, fact, and opinion; how to identify the validity of data; how to identify the intentional obfuscation of issues; and how to evaluate one's own prejudices and vulnerability to argument.

**PPOL 3250 Evidence & Logic in Public Policy (4 Credits)**

This course provides a focus for public policy majors on actual decision-making process within the executive and legislative branches of the federal government. Consideration is given to (1) the role of evidence, empirical analysis, and logic; (2) the role of politics; (3) the role of party affiliation and ideology in the decision-making process; (4) the role of key actors and agencies and the distribution of responsibility; (5) the role of outside experts, such as think tanks and journalists; and (6) the influence of lobbyists and other "rent seekers." Students consider such critical examples of decision-making as the Cuban Missile Crisis; the Gulf of Tonkin Resolution; the decision to invade Afghanistan and Iraq; congressional decisions relating to "health care reform" in 2009 and 2010; and the executive branch decisions involving the financial crisis of 2008, including the emergency implementation of the Troubled Asset Relief Program (TARP). Students write a detailed policy memorandum to a member of the executive branch or to a congressional leader, containing a situational analysis and action recommendation pertinent to a significant "real time" policy controversy.

**PPOL 3300 Ethics in Public Policy (4 Credits)**

1. Survey prominent fields of ethical discourse—academic and public intellectual—ranging from ancient understandings of virtue through contemporary humanism. 2. Evaluate these approaches to ethical decisions by examining a number of current moral issues. 3. Analyze the fundamental relations between morality and the law in general and in a pluralistic, democratic society in particular. 4. Practice civil dialogue. Consider the absolute necessity, but also the limits, of publicly reasoned discourse on this country's most pressing moral challenges. 5. Consider the role of normative theory in personal decision-making, community decision-making, and overlap between the two.

**PPOL 3470 Congressional Internship (1-10 Credits)****PPOL 3701 Topics in Public Policy (1-4 Credits)****PPOL 3715 Sustainable Energy Policy (4 Credits)**

Energy is much in the news, with highly visible controversies over everything from hydraulic fracturing here in Colorado to oil pipelines to mountaintop removal for coal mining to raptor mortality at wind farms. These controversies range from local city ordinances to global treaties and involve everyone from environmental groups to governments to businesses of all sizes. It can be difficult to make sense of this cacophony of events. Where is the global energy system now, where is it going, and what will impede progress toward an energy system that will both serve human needs and protect the environment? Understanding these questions requires background knowledge that puts them into context and creates the opportunity to understand them more deeply. This course will introduce you to the politics and policies involved in sustainable energy, from the local to the global level. In order to make sense of those policies and politics, it will also introduce students to the basics of the energy system, including both conventional and alternative sources.

**PPOL 3980 Internships in Public Policy (0-4 Credits)**

Experience is an important asset when applying for any job. As you will find after graduation, the job market is incredibly competitive, and becoming more so. Gaining real world experience during college will make you a much stronger candidate when seeking that first position after graduation. Through PPOL 3980, you have the opportunity to earn between 0 and 4 quarter credit hours for internships, depending on the number of hours worked. The internship portfolio facilitates a student's academic, professional, and personal growth by providing documentation and representation of the internship experience. Elements of the portfolio will help bridge academic experience with career possibilities, and provides an opportunity for self-reflection through your experience. Analysis of your internship will help identify areas of success and points where you could improve overall. The objective of all aspects is to enable you to be more competitive in a global job market. Internships require departmental approval and must be undertaken during the quarter in which you register for credit. The BA program in PPOL will not award credit retroactively for internships completed prior to the quarter in which students are registered. Prerequisites: Must be a PPOL major and receive departmental permission.

**PPOL 3990 Thesis (4 Credits)**

The Departmental Distinction Program in Public Policy is geared towards advanced students who wish to pursue their study in public policy in a more intensive manner. The thesis provides an opportunity for students to do in-depth research on a topic of their choice, focusing on providing evidence-based solutions to a real-life policy issue.

**PPOL 3991 Independent Study (1-10 Credits)****PPOL 3995 Independent Research (1-5 Credits)**

## Real Estate & Construction Management

Office: Daniels College of Business, Room 380

Mail Code: 2101 S. University Blvd. Denver, CO 80208

Phone: 303-871-3432

Web Site: <http://daniels.du.edu/burns> (<http://daniels.du.edu/burns/>)

The Franklin L. Burns School of Real Estate and Construction Management at the Daniels College of Business provides a one-of-a-kind education. With an emphasis on the business of the built environment, The Burns School programs are designed to equip you with the skills necessary to succeed. Our degrees provide students with an understanding of the full life cycle of the built environment while acquiring expertise in three concentrations of their choice in Real Estate Finance and Investments, Real Estate Development and Construction Management. This is an advantage as courses are taught from a managerial point of view, as opposed to the strictly technical programs often found in schools of architecture, engineering or technology. Finance, marketing, accounting, management and sustainability are integrated into your degree to provide an even greater competitive edge. Students in the Burns School have the opportunity to see classroom theory come alive in the city of Denver, a wonderful urban laboratory for applications, research and internships.

The placement record for Burns School graduates has traditionally been very strong. Most of these jobs are a result of professor-industry contacts. Careers for students interested in Real Estate include acquisitions, real estate finance/underwriting, real estate development, investment fund/asset managers, property management, real estate appraisers, real estate asset management, real estate leasing, and transactions/brokerage. On the Construction Management side, careers include project management, corporate real estate, facilities management, and cost estimators.

## Bachelor of Arts in Business Administration Major

### Major Requirements

(185 credits required for the degree (p. 98))

Minimum of 44 credits. Requirements include:

Code	Title	Credits
Complete the following Real Estate and the Built Environment Major Core Requirements then select one Concentration; Real Estate, Real Estate Development or Construction Project Management for a total of 44 credit hours.		28
REAL 1700	Fundamentals of Real Estate and the Built Environment	4
REAL 3307	Real Estate Finance	4
CMGT 2170	Construction Building Systems	4
CMGT 2300	Introduction to Architecture and Design Management	4
REAL 3007	Real Estate Financial Analysis	4
REAL 3357	Corporate Real Estate and Management	4
REAL 3438	Legal Aspects of Real Estate and the Built Environment	4

### Real Estate Concentration Requirements: *(Select any 4 listed below)*

Code	Title	Credits
REAL 3010	Real Estate Capital Markets	4
REAL 3140	International Immersion in the Built Environment <sup>1</sup>	4

REAL 3317	Real Estate Valuation and Appraisal	4
REAL 3367	Development and Feasibility	4
REAL 3369	Real Estate Taxation	4
or REAL 3337	Real Estate Securities and Syndications	
REAL 3377	Real Estate Investment Seminar	4
<b>Total Credits</b>		<b>16</b>

**Real Estate Development Concentration Requirements: (Select any 4 listed below)**

Code	Title	Credits
CMGT 3155	Sustainable Development	4
CMGT 3190	Residential Development	4
REAL 3140	International Immersion in the Built Environment <sup>1</sup>	4
REAL 3210	Planning, Entitlements, and Public Finance	4
REAL 3367	Development and Feasibility	4
REAL 3377	Real Estate Investment Seminar	4
<b>Total Credits</b>		<b>16</b>

**Construction Project Management Concentration Requirements: (Select any 4 listed below)**

Code	Title	Credits
CMGT 3100	Construction Estimating	4
CMGT 3120	Construction Scheduling and Project Controls	4
CMGT 3155	Sustainable Development	4
CMGT 3177	Environmental Systems and MEP Coordination	4
CMGT 3480	Construction Project Management	4
REAL 3140	International Immersion in the Built Environment <sup>1</sup>	4
<b>Total Credits</b>		<b>16</b>

**Elective: (REBE students are able to substitute one of the following courses with one Concentration requirement.)**

Code	Title	Credits
CMGT 3700	Topics in Construction Mgmt	0-4
CMGT 3980	Construction Management Internship	0-4
REAL 3701	Topics in Real Estate	4
REAL 3980	Real Estate Internship	0-4

<sup>1</sup> Can count towards international experience requirement.

## Minors

### Construction Project Management Minor Requirements

20 credits as follows:

Code	Title	Credits
CMGT 2170	Construction Building Systems	4
CMGT 2300	Introduction to Architecture and Design Management	4
CMGT 3100	Construction Estimating	4
CMGT 3120	Construction Scheduling and Project Controls	4
CMGT 3480	Construction Project Management	4
<b>Total Credits</b>		<b>20</b>

### Real Estate Minor Requirements

20 credits as follows:

Code	Title	Credits
REAL 1700	Fundamentals of Real Estate and the Built Environment	4
REAL 3307	Real Estate Finance	4
REAL 3007	Real Estate Financial Analysis	4

<b>Select two courses from the following:</b>		<b>8</b>
REAL 3010	Real Estate Capital Markets	
REAL 3317	Real Estate Valuation and Appraisal	
REAL 3367	Development and Feasibility	
REAL 3369	Real Estate Taxation	
REAL 3377	Real Estate Investment Seminar	
REAL 3438	Legal Aspects of Real Estate and the Built Environment	

**Total Credits** **20**

## Real Estate Development Minor Requirements

20 credits as follows:

Code	Title	Credits
REAL 1700	Fundamentals of Real Estate and the Built Environment	4
REAL 3307	Real Estate Finance	4
REAL 3007	Real Estate Financial Analysis	4
REAL 3210	Planning, Entitlements, and Public Finance	4
CMGT 2170	Construction Building Systems	4

**Total Credits** **20**

## Requirements for Distinction in the Major in Real Estate and the Built Environment

Students participating in the University Honors Program, and students with a 3.85 cumulative GPA or higher upon reaching 90 hours completed, are invited to create a portfolio of in-depth business experiences to earn Distinction. See Daniels Undergraduate Programs or faculty in the department for more information.

## Real Estate and the Built Environment

Individual course plans will vary based on incoming transfer credits, admission path to Daniels, prerequisites, availability of courses, minors, and other scheduling factors. You **MUST** meet with your REBE academic advisor to develop an individual graduation plan based on your specific needs. See sample course plan below:

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	BUS 1099	0	WRIT 1133	4
BUS 1440	4	ECON 1020 (Fulfills first SI Society)	4	INFO 1020	4
MATH 1200 (Fulfills AI Natural)	4	WRIT 1122	4	INFO 1021	0
Language sequence or SI Natural sequence	4	INFO 1010	4	MGMT 2100	4
		INFO 1011	0	Language sequence or SI Natural sequence	4
		Language sequence or SI Natural sequence	4		
	<b>16</b>		<b>16</b>		<b>16</b>

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
ACTG 2200	4	ACTG 2300	4	FIN 2800	4
BUS 2099	0	BUS 3000	4	MKTG 2800	4
LGST 2000	4	INFO 2020	4	CMGT 2300	4
REAL 1700	4	Language sequence or SI Natural sequence	4	INTZ 2501 (Required if studying abroad. May be taken in any quarter within the year prior to studying abroad.)	2
Language sequence or SI Natural sequence	4			Language sequence or SI Natural sequence	4
	<b>16</b>		<b>16</b>		<b>18</b>

### Third Year

Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad (16 cr hrs) OR International Course <sup>1</sup>		MGMT 3000	4	CMGT 2170	4
	4	BUS 3099	0	REAL 3007	4
REBE Core/Concentration, Elective or Minor course	4	REAL 3307	4	REAL 3357	4
REBE Core/Concentration, Elective or Minor course	4	REAL 3438	4	ASEM	4

REBE Core/Concentration, Elective or Minor course	4 SI Society	4	
	16	16	16

Total Credits: 146

<sup>1</sup> If not studying abroad you must take a 4 credit International experience course. REAL 3140 can satisfy this requirement as well as fulfill one of your four REBE Concentration elective courses.

## Fourth Year - REBE Concentration Options (Select 1 of the following):

### Concentration Option 1: Real Estate (RE)

You now have the opportunity to select 16 cr hrs from the following RE Concentration electives: REAL 3010, REAL 3317, REAL 3367, REAL 3369, REAL 3337, REAL 3377, REAL 3140, REAL 3980 or REAL 3701. Please note you may have additional requirements remaining for Common/Business Core, Minors, Electives, Secondary Majors, International Experience.

#### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
BUS 3800		4 AI Society		4 AI Society	4
RE Concentration, Elective or Minor course	4	RE Concentration, Elective or Minor Course	4	RE Concentration, Elective or Minor Course	4
RE Concentration, Elective or Minor Course	4	RE Concentration, Elective or Minor Course	4	RE Concentration, Elective or Minor Course	3
RE Concentration, Elective or Minor Course	4				
	16		12		11

Total Credits: 39

### Concentration Option 2: Real Estate Development (RED)

You now have the opportunity to select 16 cr hrs from the following RED Concentration electives: REAL 3210, REAL 3367, REAL 3377, CMGT 3155, CMGT 3190, REAL 3140, REAL/CMGT 3980 or REAL 3700/3701. Please note you may have additional requirements remaining for Common/Business Core, Minors, Electives, Secondary Majors, International Experience.

#### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
BUS 3800		4 AI Society		4 AI Society	4
RED Concentration, Elective or Minor Course	4	RED Concentration, Elective or Minor Course	4	RED Concentration, Elective or Minor Course	4
RED Concentration, Elective or Minor Course	4	RED Concentration, Elective or Minor Course	4	RED Concentration, Elective or Minor Course	3
RED Concentration, Elective or Minor Course	4				
	16		12		11

Total Credits: 39

### Concentration Option 3: Construction Project Management (CPM)

You now have the opportunity to select 16 cr hrs from the following CPM Concentration electives: CMGT 3100, CMGT 3120, CMGT 3155, CMGT 3177, CMGT 3480, REAL 3140 CMGT 3980 or CMGT 3700. Please note you may have additional requirements remaining for Common/Business Core, Minors, Electives, Secondary Majors, International Experience.

#### Fourth Year

Fall	Credits	Winter	Credits	Spring	Credits
BUS 3800		4 AI Society		4 AI Society	4
CPM Concentration, Elective or Minor Course	4	CPM Concentration, Elective or Minor Course	4	CPM Concentration, Elective or Minor Course	4
CPM Concentration, Elective or Minor Course	4	CPM Concentration, Elective or Minor Course	4	CPM Concentration, Elective or Minor Course	3
CPM Concentration, Elective or Minor Course	4				
	16		12		11

Total Credits: 39

Common Curriculum requirements in the First and Second years are generally satisfied through sequential full-year Language and Scientific Inquiry: Natural requirements.

# Construction Management (CMGT)

## **CMGT 2170 Construction Building Systems (4 Credits)**

A survey of residential and commercial construction materials, means, and methods associated with the various structural and architectural systems used to design and construct buildings. Project plans and specifications are incorporated to teach the basic sequencing and overall construction process. The influence of sustainability in construction is introduced. This class will also have an off campus , experiential learning lab associated with it.

## **CMGT 2300 Introduction to Architecture and Design Management (4 Credits)**

This course introduces students to the significant value that architecture brings to real estate and the built environment and the various services and professions associated with it. Students are introduced to principles, protocols and the planning process related to the design function and the link between the architect's vision and the finished physical structure. Students are introduced to design thinking theory and application. Students learn to read and interpret the various graphical and written construction documents, know how they are developed and what information they contain. Coverage of architectural, structural, mechanical, electrical, plumbing, and civil drawings and specifications. The business model for design services is explored as well as the unique risks and challenges associated with managing the design throughout the various stages of development and construction. Experiential learning lab is associated with this course.

## **CMGT 3100 Construction Estimating (4 Credits)**

This course is designed to provide the student with the theory, principles and techniques of quantity analysis (take-off), labor determinations, overhead and profit analysis. It offers insight into the construction estimating process. The role of the estimator, types of estimating, CSI Divisions, bid/contract documents, change order pricing, design/build projects, and estimation compilation will be introduced. Discussions regarding the cost/benefit of sustainable materials and typical construction materials will enhance the requisite knowledge of construction estimating. Prerequisites: CMGT 2300 and CMGT 2170. This course also has a required lab. This course is a Co/Prerequisite for CMGT 3120.

## **CMGT 3120 Construction Scheduling and Project Controls (4 Credits)**

Understanding and applying scheduling and control to construction projects is essential to successful construction management. Project scheduling emphasizes network-based schedules, such as critical path management (CPM), network calculations, critical paths, resource scheduling, probabilistic scheduling and computer applications. Project control focuses on goals, flow of information, time and cost control, and change management. Pre/Corequisites: CMGT 3100.

## **CMGT 3155 Sustainable Development (4 Credits)**

The course includes many case studies of historic and contemporary structures exemplifying various sustainability features. Emphasis will be placed on how LEED project certification influences the overall construction project. Topics will include LEED certification techniques for sustainable sites, water efficiency, energy & atmosphere, materials & resources, indoor environmental quality, innovation and design. The following topics will be covered from a LEED perspective: ventilation, air conditioning, heating, electrical lighting, energy efficiency, and building control systems. The student will study and analyze how management and LEED techniques are applied to current construction projects. Prerequisites: REAL 1700, CMGT 2170, CMGT 2300, and REAL 3438.

## **CMGT 3177 Environmental Systems and MEP Coordination (4 Credits)**

A study of electrical and mechanical systems (MEP) used in the construction of buildings. Course content includes system design, component selection and utilization for energy conservation, cost estimating of systems, coordination and management of installation. Specific systems included are electrical, air conditioning, heating, ventilation and plumbing, fire protection, life safety, communication, power systems and lighting. The course also considers coordination of MEP systems and explores emerging technology and environmental issues related to mechanical and electrical systems in buildings. Prerequisite: REAL 1700, CMGT 2170 and CMGT 2300.

## **CMGT 3190 Residential Development (4 Credits)**

A course sequence designed to emphasize the practical application of the theories and concepts of residential development. The course provides a capstone experience for seniors. Students are expected to apply their knowledge of general business, real estate and construction management practices by forming a student business entity, acquiring land, building and selling a residential property in a case format. Students will apply accounting, finance, marketing, real estate and construction management techniques in the planning for a residential development. The application of green building materials and methods is emphasized. Prerequisites: REAL 1700, CMGT 2170, CMGT 2300, and REAL 3438.

## **CMGT 3480 Construction Project Management (4 Credits)**

This course offers a study of Construction Project Management including different scheduling techniques, use of estimation against scheduling, contracting, construction law, and software use for scheduling. Students obtain the needs for thought process of construction management including scheduling, bidding, proposals, communications, contracts, project planning and initialization, scheduling, estimating, resource planning, organizing, and project control. Use of software is critical and programs are chosen based on independent needs of students. Prerequisites: CMGT 2170 & CMGT 2300.

## **CMGT 3700 Topics in Construction Mgmt (0-4 Credits)**

Exploration of various topics and issues related to construction management.

## **CMGT 3980 Construction Management Internship (0-4 Credits)**

Practical experience (field study); requires written report. Prerequisite: Junior standing or above and Director Approval.

## **CMGT 3991 Independent Study (0-4 Credits)**

Individual research/study; requires written report. Prerequisite: Junior standing, School Advisor and Director permission.



## Real Estate (REAL)

### **REAL 1700 Fundamentals of Real Estate and the Built Environment (4 Credits)**

An exploration of the importance of real estate and the built environment through triple bottom line analysis of its social, environmental, and economic impacts. The course considers a "cradle to cradle" sustainability model that links the various phases, functions, and professions of real estate, project delivery, and asset/facility management to create holistic, value-generating solutions for society. Professional practices/skill sets associated with the many career options that engage the built environment are demonstrated. Also covered are the principles of real estate, real estate industry and its markets; legal aspects of home ownership from consumer's point of view, including property rights, title concepts, deeds, purchase contracts, listing contracts, law of agency, environmental issues and disclosures, types of mortgages, basics of home loan finance, appraisal investment and tax benefits. Partially satisfies Colorado real estate broker licensing requirements.

### **REAL 3007 Real Estate Financial Analysis (4 Credits)**

Alternative analysis formats that can be applied to a wide array of real estate analysis issues; simulates working/decision-making environment; structured overview of analysis tools focused on specific facets of multidimensional real estate decision-making environment; applications in investment analysis, feasibility analysis, valuation, market analysis, and report writing and presentation. Prerequisites: REAL 3307.

### **REAL 3010 Real Estate Capital Markets (4 Credits)**

This course will expose students to the commercial real estate capital markets that have evolved from exclusively private in the 1980's to a mix of private and public including commercial mortgage backed securities (CMBS) and real estate investment trusts (REITs) in the 1990's. Any person involved in real estate today must understand all the alternative capital sources available and their requirements. Students will be exposed to the positives and pitfalls of all the capital market products. Prerequisite: REAL 3007.

### **REAL 3140 International Immersion in the Built Environment (4 Credits)**

Inbound U.S. and outbound U.S. real estate issues, with a mix of cultural issues that impact real estate transactions. Application of sustainability concepts is important in this course dealing with international real estate issues. This course will require on campus preparation for projects followed by 1-2 weeks of travel which will include working with host universities, students and industry partners. Prerequisites: REAL 1700 or REAL 3438, Junior Standing or higher.

### **REAL 3210 Planning, Entitlements, and Public Finance (4 Credits)**

Real estate development, place making and community building require the combined efforts of the public, for-profit, and non-profit sectors. Participants in the real estate development process need to understand and appreciate the sometimes competing, and sometimes collaborative interests of governments, agencies, and the private developer. This course is designed to familiarize students with the overall context of urban planning and land use. Students discover the variety of participants in the development process and become familiar with the project entitlement process, zoning and land use regulation. Students also examine public/private financing structures such as public-private-partnerships (P3s) and become familiar with detailed calculations relating to Tax Incremental Financing (TIF) and Metropolitan Districts. Prerequisite: REAL 1700 or REAL 3438.

### **REAL 3307 Real Estate Finance (4 Credits)**

Sources of financing including institutions and individuals, primary and secondary mortgage markets, mortgage banking, impact of monetary and fiscal policies on financing, underwriting analysis, traditional and alternative or creative financing techniques. Prereq. MATH 1200 or MATH 1951.

### **REAL 3317 Real Estate Valuation and Appraisal (4 Credits)**

Appraisal principles, including market, cost and income approaches to value, highest and best use, neighborhood and site analysis; valuation of income properties applying market, cost and income approaches to value; capitalization theory and techniques, mortgage-equity analysis, and investment value concepts. Prerequisites: REAL 3307.

### **REAL 3337 Real Estate Securities and Syndications (4 Credits)**

Introduction to real estate securities; emphasis on private offerings; determining whether a contemplated transaction involves a security, and what happens if it does; exemptions from registration (Reg D); registration requirements; investor suitability, how to syndicate, acquisition of property, marketing of the property, tax structure and formation of syndication, compensation to syndicators, real estate tax considerations. Application of sustainability concepts is important in this class dealing with real estate securities issues. Prerequisite: Junior or Senior Standing.

### **REAL 3357 Corporate Real Estate and Management (4 Credits)**

This course provides a snapshot view of the corporate real estate life cycle and how to strategically plan and manage it. Over the ten week period we will address the diverse but critical components that together account for Facility Management. These shall include: Building Life Cycles and sustainability, facility management as part of the enterprise model within a corporate structure, regulatory agencies, professional relationships and the impact of the build environment on the bottom line, contracting and budget management, move-add-change (MAC) / operations, and general administrative services. Prereq. REAL 1700 or REAL 3438.

### **REAL 3367 Development and Feasibility (4 Credits)**

This course is designed to give students a hands on approach of the steps necessary in performing market feasibility analysis to emphasize market research in the development process and understand site selection factors for commercial (office, industrial, retail, apartment, hotel) real estate. The physical and financial development process is covered in a real world project chosen by the student. Prerequisite: REAL 3307.

### **REAL 3369 Real Estate Taxation (4 Credits)**

Tax factors affecting real estate investments; legal forms of ownership, capital gain and loss; deductions, credits, depreciation, tax basis, tax impacts on exchanges, syndications, real estate securities, and other federal tax laws affecting real estate. Application of sustainability concepts are important in this course dealing with real estate tax issues. Prerequisite: Junior or Senior Standing.

**REAL 3377 Real Estate Investment Seminar (4 Credits)**

Case method applied to real property development and real estate investment analysis for decision making; computer software for discounted cash flow, risk and simulation analysis; growth, sustainability and environmental issues, portfolio strategy and analysis. Prerequisite: REAL 3007.

**REAL 3438 Legal Aspects of Real Estate and the Built Environment (4 Credits)**

General contract and real estate law, tax law, landlord-tenant law, and various areas of liability for real estate practitioners. Construction contract preparation, bonding and insurance requirements, indemnity agreements, rights and remedies of property owners, contractors and subcontractors, emphasis on administration of a complete contract package for procurement and construction.

**REAL 3701 Topics in Real Estate (1-4 Credits)****REAL 3980 Real Estate Internship (0-4 Credits)**

Practical Work experience - Written report required. Prerequisite: Junior standing or above and Director approval.

**REAL 3991 Independent Study (0-4 Credits)**

Independent study/research; requires written report. Prerequisite: Approval of School Director.

## Religious Studies

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Phone: 303-871-2749

Email: [rlgs@du.edu](mailto:rlgs@du.edu) ([rlgs@du.edu?subject=Inquiry%20for%20the%20Department%20of%20Religious%20Studies](mailto:rlgs@du.edu?subject=Inquiry%20for%20the%20Department%20of%20Religious%20Studies))

Web Site: <http://www.du.edu/ahss/religiousstudies> (<http://www.du.edu/ahss/religiousstudies/>)

The University of Denver's undergraduate religious studies program offers you the opportunity to study religion in ways that you won't find at other universities—as a major, a double major, or a minor.

- You'll learn about many of the major religious traditions of the world.
- You'll investigate how theories of religion can help you interpret the religious phenomena that you see around you.
- You'll learn about religion by experiencing it, for instance by going on class visits to religious institutions in Denver and by doing projects in local religious communities.
- You'll be able to take a community-engaged learning course, where you'll see up close why many religions emphasize the value of service to others.
- Finally, you'll learn what it means to do independent research in religious studies while developing excellent writing skills.

The department also serves other students who want introductory courses in religious studies or advanced courses coordinated with their special interests.

The religious studies major is a thoroughly interdisciplinary liberal arts program providing graduates with an excellent basis from which to pursue careers requiring imagination, problem-solving, communication skills and an awareness of human diversity.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Majors take a minimum of 40 credits in religious studies including 12 credits of courses focused on specific religious traditions; a four-credit theory course; and six elective courses. Students are encouraged to participate in accredited international programs with religious studies content. Honors students and majors demonstrating high academic achievement in religious studies may pursue "distinction in the major" by completing a thesis or customized project on a topic of specific interest. They will design their project in consultation with a religious studies faculty mentor and present a proposal to the department faculty.

The following course lists are suggestions and not exhaustive. If you have questions about whether a course satisfies one of the requirements, please consult with the department advisor.

Code	Title	Credits
<b>Global Religions</b>		
Choose 3 course at the 2000 or 3000 level:		12
RLGS 2250	Introduction to African American Religions	
RLGS 2301	American Indian Religion	
RLGS 3001	Judaism	
RLGS 3102	Early Judaism	
RLGS 3203	Christianity	

RLGS 3192	Christian Literature
RLGS 3500	Islam
RLGS 3503	Quran and Hadith
RLGS 3814	Modern Hinduism
RLGS 3820	Buddhism

**Theory**

Choose 1 course at the 2000 or 3000 level: 4

RLGS 2106	Religious and Social Justice in Vienna
RLGS 2118	"Women as the Gateway to Hell": Gender and Identity in South Asia
RLGS 2119	Caste, Race and Colonialism
RLGS 2401	Social Justice in a Global Context: Theory and Practice
RLGS 3456	Kant on Religion
RLGS 3642	Martin Luther King, Jr., Malcolm X and Civil Rights
RLGS 3645	Religious Nationalisms: A Comparative Approach to White Christian Nationalism and Hindu Nationalism
RLGS 3695	Digital Religion
RLGS 3002	Creation & Humanity
RLGS 3300	Psychology of Religion
RLGS 3315	Religion & Moral Psychology
RLGS 3350	Culture, Psyche, and Religion
RLGS 3370	Freud, Psychology, & Religion
RLGS 3448	Theory of the Subject: From Hegel to Zizek
RLGS 3453	Is God a Racist Sexist?: Black Liberation and Womanist Theology
RLGS 3452	Political Theology
RLGS 3454	Capitalism, Religion, Democracy
RLGS 3460	Nietzsche & the Death of God
RLGS 3642	Martin Luther King, Jr., Malcolm X and Civil Rights
RLGS 3465	Derrida and Postmodernism
RLGS 3694	Religion in the Virtual Space: A Critical Theory Approach
RLGS 3740	Bodies and Souls
RLGS 3760	Globalization and Religion: Theory and Methods
RLGS 3890	Religion and Diaspora

**Electives**

Choose 6 courses at the 2000 or 3000 level: 24

RLGS 2002	Comparative Religion and Interreligious/Interfaith Dialogue
RLGS 2004	Anthropology of Jews & Judaism
RLGS 2005	Philosophy of Religion
RLGS 2012	Jewish Politics and Political Jews in the United States
RLGS 2026	Race: Black, Jew, Other
RLGS 2102	Judaism, Christianity & Islam
RLGS 2103	Religions of China & Japan
RLGS 2104	The Bible as Literature
RLGS 2108	Islam in the United States
RLGS 2109	Religions of Tibet
RLGS 2110	Buddhism in the U.S.A.
RLGS 2111	Islam and United States Politics
RLGS 2112	Major Islamic Thinkers 1900s-2000s
RLGS 2114	Roots of Yoga and Tantra: Methodologies and Modern Practice
RLGS 2115	Common Figures in the Bible and Qur'an
RLGS 2116	American Mythology
RLGS 2117	Religions of India
RLGS 2251	Contemporary Gospel Music: Religion, Culture, and the Black Church
RLGS 2202	New Testament

RLGS 2205	Women, Gender, and the Bible
RLGS 2303	Lived Religions
RLGS 2310	World Christianities
RLGS 2501	Islam on Film
RLGS 2600	Religion and Popular Culture
RLGS 3024	Maimonides: Greek, Islamic, and Christian Encounters
RLGS 3086	The Emergence of Monotheism
RLGS 3150	The Bible & Dead Sea Scrolls
RLGS 3151	Dead Sea Scrolls
RLGS 3205	Native Americans and Christianity in USA
RLGS 3470	Mysticism & Psychedelics
RLGS 3502	Contemporary Islam
RLGS 3504	Islam and Gender
RLGS 3693	Religion and the Media
RLGS 3708	First Americans in Film: Religion, Land, and Identity
RLGS 3707	Religion and Film
RLGS 3832	Religious Lives: The Dalai Lamas
RLGS 3885	Islamic Mysticism
RLGS 3891	Justice: A Biblical Perspective
RLGS 3893	Buddhism and Social Justice

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**Total Credits**
**40**

## Secondary Major

### Secondary Major Requirements

40 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

The Religious Studies minor is a carefully planned program of 20 credits that works well with other majors in the liberal arts and sciences, as well as other fields. In order to complete the Religious Studies minor, the student will complete the following requirements:

3 Global Religions courses

1 Theory course

1 Elective course

Please note: Requirements may be fulfilled with both 2000 and 3000 level courses. Any Religious Studies course may count toward the Elective requirement.

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Here is a sample course list for how requirements for a minor in Religious Studies might be fulfilled:

Code	Title	Credits
<b>Global Religions - choose 3 courses taken at 2000 or 3000 level</b>		<b>12</b>
RLGS 2250	Introduction to African American Religions	4
RLGS 2301	American Indian Religion	4
RLGS 3001	Judaism	4
RLGS 3102	Early Judaism	4
RLGS 3203	Christianity	4
RLGS 3192	Christian Literature	4
RLGS 3500	Islam	4
RLGS 3503	Quran and Hadith	4
RLGS 3814	Modern Hinduism	4
RLGS 3820	Buddhism	4

<b>Theory - choose 1 course at the 2000 or 3000 level</b>		<b>4</b>
RLGS 2119	Caste, Race and Colonialism	4
RLGS 2401	Social Justice in a Global Context: Theory and Practice	4
RLGS 3002	Creation & Humanity	4
RLGS 3300	Psychology of Religion	4
RLGS 3350	Culture, Psyche, and Religion	4
RLGS 3370	Freud, Psychology, & Religion	4
RLGS 3453	Is God a Racist Sexist?: Black Liberation and Womanist Theology	4
RLGS 3454	Capitalism, Religion, Democracy	4
RLGS 3456	Kant on Religion	4
RLGS 3642	Martin Luther King, Jr., Malcolm X and Civil Rights	4
RLGS 3694	Religion in the Virtual Space: A Critical Theory Approach	4
RLGS 3740	Bodies and Souls	4
RLGS 3760	Globalization and Religion: Theory and Methods	4
RLGS 3890	Religion and Diaspora	4
<b>Elective - choose 1 course at the 2000 or 3000 level</b>		<b>4</b>
RLGS 2104	The Bible as Literature	4
RLGS 2110	Buddhism in the U.S.A.	4
RLGS 2114	Roots of Yoga and Tantra: Methodologies and Modern Practice	4
RLGS 2117	Religions of India	4
RLGS 2303	Lived Religions	4
RLGS 2501	Islam on Film	4
RLGS 2600	Religion and Popular Culture	4
RLGS 3024	Maimonides: Greek, Islamic, and Christian Encounters	4
RLGS 3151	Dead Sea Scrolls	4
RLGS 3448	Theory of the Subject: From Hegel to Zizek	4
RLGS 3452	Political Theology	4
RLGS 3470	Mysticism & Psychedelics	4
RLGS 3502	Contemporary Islam	4
RLGS 3707	Religion and Film	4
RLGS 3832	Religious Lives: The Dalai Lamas	4
RLGS 3460	Nietzsche & the Death of God	4

## Requirements for Distinction in the Major in Religious Studies

- Minimum 3.5 cumulative GPA by the end of the Winter Quarter of the Junior Year
- Minimum 3.75 major GPA by the end of the Winter Quarter of the Junior Year
- Be nominated by a faculty member or the undergraduate advisor (in consultation with other faculty members in the department) to pursue Distinction in the major (majors of high academic caliber who plan to study abroad for all or part of the Junior Year may be recommended by the undergraduate advisor for nomination earlier)
- Upon review of the entire faculty, be invited to prepare a curriculum plan for the final year of study in the major
- Identify a faculty member with whom to consult in preparing the curriculum plan and who will oversee the final project (see below)
- Submit a curriculum plan, to be approved by faculty, by which the student will be able to demonstrate an *area of concentration within the major*, one that brings the required and upper-division, elective courses within the department and approved, upper-division courses outside the department into a certain “constellation” or coherence
- Submit a portfolio of representative work undertaken in the major
- Submit a final project to be designed in consultation with a faculty mentor in the department. The final project may take the form of:
  - A rewritten and expanded research paper taken from a Religious Studies course;
  - A separate senior “thesis”;
  - A translation effort;
  - A substantive service learning assignment/commitment with a considerably sophisticated reflection component and evaluation by the supervisor;
  - A creative work (e.g., poetry, a play, a film, a photographic essay, etc.).

- Meet with faculty mentor and one other faculty member of the department at the end of the quarter prior to graduation at which time the portfolio and final project will be reviewed and a vote of recommendation to receive Departmental Distinction taken.

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

The major in Religious Studies comprises 40 hours (10 courses) distributed as follows:

3 Global Religion courses

1 Theory course

6 Elective courses

We recommend the following plan of study, which should be pursued in consultation with the Department’s undergraduate advisor

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT course (often WRIT 1122)	4	WRIT course (often WRIT 1133)	4
RLGS: 2000-level course	4	RLGS: 2000-level course	4	RLGS: Global Religions	4
Common curriculum course	4	Common curriculum course	4	Common curriculum course	4
Common curriculum course	4	Common curriculum course	4	Second Major, Minor, or Elective	4
		<b>16</b>			<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
RLGS: Global Religions	4	RLGS: Global Religions	4	RLGS: Theory or Elective	4
Common curriculum course	4	Common curriculum course	4	Common curriculum course	4
Common curriculum course	4	Second Major, Minor, or Elective	4	Common curriculum course	4
Second Major, Minor, or Elective	4	INTZ 2501 <sup>1</sup>	2	Second Major, Minor, or Elective	4
		<b>16</b>			<b>14</b>
Third Year					
Fall	Credits	Winter	Credits	Spring	Credits
Study Abroad	4	RLGS: Theory or Elective	4	RLGS: Elective	4
Study Abroad	4	ASEM	4	Second Major, Minor, or Elective	4
Study Abroad	4	Second Major, Minor, or Elective	4	Second Major, Minor, or Elective	4
Study Abroad	4	Second Major, Minor, or Elective	4	Second Major, Minor, or Elective	4
		<b>16</b>			<b>16</b>
Fourth Year					
Fall	Credits	Winter	Credits	Spring	Credits
RLGS: Elective	4	RLGS: Elective	4	Second Major, Minor, or Elective	4
Second Major, Minor, or Elective	4	Second Major, Minor, or Elective	4	Second Major, Minor, or Elective	4
Second Major, Minor, or Elective	4	Second Major, Minor, or Elective	4	Second Major, Minor, or Elective	4
Second Major, Minor, or Elective	4	Second Major, Minor, or Elective	4	Second Major, Minor, or Elective	4
		<b>16</b>			<b>12</b>
<b>Total Credits: 186</b>					

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.



## Additional Notes

If you have maintained a 3.75 GPA in the major and have achieved an overall DU GPA of 3.5 by the end of the Winter Quarter of your Junior year AND you wish to pursue Distinction in the Major (p. 616), which requires the completion of a final project, you should consult with the undergraduate advisor, identify a faculty mentor, and submit a curriculum plan during the Spring term of this year.

### **RLGS 2002 Comparative Religion and Interreligious/Interfaith Dialogue (4 Credits)**

This course is an introduction to the comparative study of religion, a venerable sub-discipline in the field of religious studies. It is also an introduction to a new, emerging sub-discipline: interfaith or interreligious dialogue. It seeks to equip students with the knowledge base and skill set needed to engage religious diversity in ways that promote, admittedly, idealistic, 21st-century goals: cooperation, stability, and peace. The course seeks to increase religious literacy by introducing students to a variety of religious traditions by means of site visits to several religious communities and interaction with religious leaders and practitioners. Through this course, students will gain experience-based knowledge of religious traditions other than their own.

### **RLGS 2004 Anthropology of Jews & Judaism (4 Credits)**

This course is cross-listed with ANTH 2004 and JUST 2004. This course pairs anthropological texts about American Jews and Judaism with related film, television, and literary representations. The objective of this course is to teach course participants to use anthropology as an interpretive lens through which to consider American Jewish life and culture. Through the study of texts on Jewish nostalgia and memory, class, race, gender, and heritage tours, course participants will learn the history of the study of Jews within anthropology and the place of Jews in the history of disciplinary anthropology. The ultimate objective of this course is to introduce anthropological theory and method in a way that provides students with a powerful analytical tool for thinking about contemporary Jewish life.

### **RLGS 2005 Philosophy of Religion (4 Credits)**

What is God? Can God be known or is faith precisely a relationship to something that cannot be known in the ordinary sense? What is the relationship between God and morality? Between God and science? Is it more reasonable to believe that your religion is the only path to God or more reasonable to believe that God is manifest in many ways across different cultures? Is it reasonable to believe in God at all? If it is reasonable to believe in God, what are the reasons? And if believing in God is not based on reasons in the ordinary sense, are there philosophical grounds for believing in God anyway? This course takes a "God friendly" approach to philosophical questions about religion, setting out to investigate ontological and epistemological questions about belief-in-God toward the goal of understanding different ways that philosophers over the years have philosophically gone about developing, upholding, and talking about relationship with God. The course includes consideration of philosophers from analytic and continental traditions, from American and European schools of thought, from ancient, medieval, modern and post-modern traditions, and from Greek, Islamic, Jewish, and Christian traditions. Thinkers to be addressed include Pascal, Anselm, Plantinga, Van Inwagen, Hick, Hume, Descartes, Spinoza, Plato, Aristotle, Ibn Tufayl, Averroes, Maimonides, James, Levinas, Marion, Badiou, Rosenzweig, Aquinas, Buber, Cohen, Mill, Lycan, Kant, Wittgenstein, Kierkegaard, and Kafka. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with PHIL 2005.

### **RLGS 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, COMN 2008, JUST 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### **RLGS 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with ANTH 2011 and JUST 2011.

### **RLGS 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that "Jews earn like Episcopalians, and vote like Puerto Ricans." This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with JUST 2012.

**RLGS 2014 Religious Existentialism: Christian and Jewish (4 Credits)**

Existentialism focuses on the human experience of living, often with a focus on the sheer freedom of the human condition. Religious existentialism subtly modifies this picture through its own vision of human freedom as the ultimate encounter between the human subject and God (with 'God' understood in various ways). The religious existentialist in this sense philosophically explores that which is most-fully-human as a moment of relation and encounter between self and that which is beyond self. Starting with Sartre's non-religious statement of existentialism in *Existentialism is a Humanism* (1946), we go on to examine the Christian and Jewish existentialisms of Kierkegaard (1813-1855), Tillich (1886-1965), Buber (1878-1965), and Heschel (1907-1972). In the course of our reflections, we compare non-religious with religious approaches to basic questions about self, God and world, and we consider the relationship between Christian and Jewish existentialist approaches to these questions. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with PHIL 2014 and JUST 2014.

**RLGS 2022 Religion and Empire (4 Credits)**

The course will explore in both a past and present context how religious forms, traditions, and practices are integrally bound up with the rise and fall of empires. It will also explore from a theoretical standpoint certain social, political, and economic factors that explain the development and historical persistence of imperial governance as well as the role of religion in both preserving and undermining empire. It will also touch on the phenomenon of "religious nationalism" in these processes. Specific empires to be studied include the Roman empire, the "Holy Roman empire", Islamic empires, the British and American empires (including what has come to be known as "neoliberalism"). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2025 Race, Social Justice, and Religion in the US Public Square (4 Credits)**

The US public square is a fundamental aspect of civic engagement and identity construction. This course uses the lenses of race and social justice to explore how religious expression impacts the cultural, social, political, and personal narratives/discourses that comprise the modern public square. We will consider public spaces in the context of anti-Asian and anti-Black racism as well as Islamophobia and the intersectional privileges and prejudices these communities negotiate. Issues such as immigration, borders, racialization, entrenched beliefs and traditions dovetailing with structural racism in the American context will be discussed each through video modules from the Interfaith Youth Core along with supplemental readings. By centering the lived practices and discourses through which access and agency is forged within public spaces (material and virtual), I want students to learn how they are both participants in and makers of these spaces. This course asks students to interrogate the ways in which their personal identities intersectionally determine how public spaces are constructed, which public spaces we enter, and how we participate in those spaces. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, "negritude," "the wandering Jew," and "otherness" by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman's work on the "Jew's Body" and "Jewish Self-Hatred," Bernasconi's work on the phenomenology of race, and discourses of "Other-as-disease" in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with JUST-2026 and PHIL-2026.

**RLGS 2070 American Jewish Experience (4 Credits)**

In the aftermath of World War II, the United States emerged as the largest, wealthiest, and most organized Jewish community in the world. Taking the premise that America is a Jewish center as its key organizing principle, this course introduces and challenges theories of diaspora and looks at American Jewry's religious and institutional innovations. The course will proceed inductively, taking Denver-based resources and experiences as starting points for an expansive exploration of American Jewish life, culture, and religion. We will focus on mainstream narratives alongside religious and cultural expressions at the margins of American Jewish life. Cross-listed with ANTH 2070 and JUST 2070.

**RLGS 2102 Judaism, Christianity & Islam (4 Credits)**

This course introduces students to the three major monotheistic religious traditions: Judaism, Christianity, and Islam. In the process of tracing the long and rich histories of Judaism, Christianity, and Islam, we examine the beliefs and practices that became central and definitive for Jews, Christians, and Muslims. We begin with the ancient heritage of each religion (scriptures, founders, early institutions). Then we explore how these foundational traditions were preserved and re-invigorated in response to centuries of social change and critical moments of political upheaval. Most significant, in this regard, is the Jewish, Christian, and Muslim encounter with their respective holy Scriptures—as generation after generation of adherents have attempted to understand the revealed words of God, to proclaim their continual relevance for all places and all times and to inscribe them upon their bodies and hearts through prayer, worship, and daily life. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2103 Religions of China & Japan (4 Credits)**

This is an introduction of some of the major East Asian religious and ethical traditions, focusing on Buddhism, Confucianism, Daoism, and Shinto. By examining both translations of sacred texts as well as scholarly analyses, we explore the basic ideas, practices, and historical development of these varied and interconnected traditions. Special attention is paid to how people incorporate East Asian religious and ethical ideas and beliefs into contemporary life and how gender shapes the experience of religion. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2104 The Bible as Literature (4 Credits)**

The Bible has been one of the most important works in all of Western society. In this course we read the Bible as a masterpiece of literature. Rather than focusing on theological questions about this work as inspired scripture, we instead focus on its rich literary qualities and explore some ways in which these stories have influenced modern society. Reading select passages, we discuss its literary genres, forms, symbols and motifs, many of which are important in literature today. Of the latter, we encounter stories of creation and hero tales, parables, apocalyptic literature, and themes of paradise and the loss of Eden, wilderness, covenant, and the promised land. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2104 and JUST 2104.

**RLGS 2106 Religious and Social Justice in Vienna (4 Credits)**

This special travel course provides an opportunity for students to learn how certain major religions are globally engaged in the promotion of social justice through humanitarian relief work and cultural exchanges. In addition to a brief survey of the historical relationship between the beliefs, teachings, and social practices of the major Western traditions, the course offers hands-on experience and interaction with Jewish, Catholic, and Protestant relief agencies as well as other non-governmental organizations in Vienna, Austria, which has become the international center for UN-directed human services and humanitarian relief efforts as well as global headquarters for leading NGOs. Students discover how the culture, history, and geography of Vienna have nurtured the vast global human services "economy" to which these religious organizations contribute and which are built around the work of the United Nations. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2108 Islam in the United States (4 Credits)**

A historical introduction to the presence of Islam and Muslims in the United States, from an examination of the first Muslims in North America, to the substantive influence of the minority Indian evangelical Ahmadiyya movement, to Islam in African American communities. Also examines contemporary Muslim communities in the U.S. and the ways in which ritual and faith are today developing with "American" accents. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2109 Religions of Tibet (4 Credits)**

This course explores the religious terrain of Tibet by looking at the historical and cultural development of the four main Tibetan Buddhist traditions: Nyingma, Sakya, Kagyu and Geluk, as well as the indigenous religion called Bon. Topics include the sacred landscape of Tibet; key doctrinal features; cultural artifacts like sacred biographies, art, and poetry; the 20th-century spread of Tibetan Buddhism from the Himalayas to North American communities; the future of Tibetan Buddhism in exile; and China and the West. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2110 Buddhism in the U.S.A. (4 Credits)**

Exploration of different viewpoints on complex issues related to the assimilation, acculturation and reinvention of Asian Buddhist traditions both locally and globally in the past 150 years. Students consider the "two-way traffic" between recent developments in various traditions of newly Americanized Buddhism and their respective cultures of origin through the processes of globalization and transnationalism. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2111 Islam and United States Politics (4 Credits)**

This course offers students a historically grounded introduction to the relationship(s) between Islam and United States politics. Students consider the role played by Islam and Muslims in early American political thought, Americans' relationships with Muslims abroad and at home, as well as evangelization efforts. It examines the impacts of the Nation of Islam, the Cold War, Iranian Revolution and Gulf War I, as well as of the September 11 terror attacks, the Iraq and Afghanistan wars, the 2006 and 2008 elections, and concludes by reflecting on the 2012 election and suggesting how Islam might impact U.S. politics over the next decade. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2112 Major Islamic Thinkers 1900s-2000s (4 Credits)**

This course offers students a substantive introduction to major Islamic thinkers of the 20th and 21st centuries. Starting with Abu `Ala Maududi, whose work on Qur'anic interpretation and the meaning of jihad laid the groundwork for new waves of radical activism in the modern Muslim world, this course exposes students to the works of "movers and shakers" like Sayyid Qutb and Ayatollah Ruhollah Khomeini. Students engage these thinkers through a mix of primary and secondary sources, developing a sense of context as they work through their arguments. The course continues with some of the major later 20th-century Islamic thinkers active in Muslim-minority spaces, focusing on Bosnian Grand Mufti Mustafa Ceric and the Moroccan-French scholar Mohammed Arkoun. It concludes by looking at two major figures of the early 21st century, noting how they blend intellectual and political activism: Iranian cleric Mohsen Kadivar and American scholar Amina Wadud. Throughout the course, student groups present on various contemporary issues, helping them develop presentation and writing skills while allowing them to apply course knowledge to real-world issues. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2114 Roots of Yoga and Tantra: Methodologies and Modern Practice (4 Credits)**

This class will explore the pluralistic origins of yoga and tantra both within South Asia and a global context, the relationship between yoga (union, control) and tantra (ritual/material technologies), how they function as a ritual/spiritual practices, and conclude by examining how yoga and tantra have become popular, transnational phenomena. The first half of the class focuses on the history of yogic/tantric traditions, texts, and communities while the second is devoted to study of the the guru/śiṣya (teacher/student) relationship as the foundation of modern yoga. Some of the issues we will engage include different conceptions of the human self, how and why particular cultural and religious practices cross geographical and cultural boundaries, the role of the guru, and secularization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2115 Common Figures in the Bible and Qur'an (4 Credits)**

This course offers students a thematic introduction to the key common figures in the Bible and Qur'an, focusing on the major prophets, from Adam to Jesus, as well as Eve and Mary. Grounded in the primary source texts while exposing students to classic and contemporary scholarly work on these figures, it concludes with a look at the figure of God in the two scriptures. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2116 American Mythology (4 Credits)**

Myths convey social and moral values. Myths, moreover, serve as conceptual models for society and furnish "symbolic articulation of the social patterns" of a given society. In this class, students will establish clear connections between social order and the myths that sustain it, against the view that myths are merely imaginary, misguided perceptions of reality with little social value. In this course, you will need to ask yourself, "How do each of these myths translate into social behavior? In other words, how have these myths been acted out historically and how are they "performed" today? The United States of America has always had a strong, mythic sense of identity, mission, and destiny. It is worthwhile to reflect for a semester on how the "idea of America" has taken shape and is continuing to evolve and diversify. Robert Bellah introduced the influential concept of an American "civil religion"—a secular myth of America. In addition, we must understand that America is the result of contact between at least three different groups of people: Native Americans, Europeans, and Africans. The functional equivalents of creed, scripture, prophets and religious mission are seen in the Declaration of Independence, the Founding Fathers and Manifest Destiny. Concepts of freedom, the pursuit of life, liberty, and happiness, democracy, and the right to bear arms flow from these myths. Beyond the notion of a master myth of America, we will discover that there are other myths of America that are themselves proper objects of study. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2117 Religions of India (4 Credits)**

This course introduces students to the religions of India, which include Jainism, Buddhism, Islam, Sikhism, Christianity, Judaism, and Hinduism. These religious traditions are distinct but always in dialogue and often in competition with one another. Students will explore how different religious communities intersect and overlap in different contexts and historical periods, including in religious spaces: temples, monasteries, pilgrimages sites, and sacred spaces. Students will learn about histories, rituals, and literature, with a focus on lived religions, past and present. This course counts toward the Analytic Inquiry: Society and Culture requirement.

**RLGS 2118 "Women as the Gateway to Hell": Gender and Identity in South Asia (4 Credits)**

This course explores the role of women in public and private spaces in South Asia through the lens of religious praxis and belief. We will explore the ways in which Hindu, Jain, Buddhist, Sikh, Muslim, Christian, and Adivasi (indigenous) traditions have portrayed the role of women in scripture and consider these textual proscriptions and descriptions in the context of the lived experience of these belief systems. The primary aim of the course is to expose students to the complex relationship between the deified "feminine" and the construction of gender within modern South Asia. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2119 Caste, Race and Colonialism (4 Credits)**

This course explores intersections of social, political, and personal structures that shape the various identities we hold. We have chosen three categories: caste, race, and colonialism, to showcase how identities emerge as unique intersectional sites of contestation and negotiation between individual difference, historical context for how to understand that difference, and the ways social/political structures valorize difference. To foreground lived experience in the construction of identity, our course will draw on a number of resources including: blogs, opinion pieces, podcasts, peer-reviewed articles, selections from books, documentaries and film, and social media both within and outside the US. The goal of this course is to encourage students to consider how "identity" and "privilege" are contingent terms that operate on multiple levels (e.g. personal, social, and political) and help uncover the networks of vulnerability, power, and access/accessibility that inform identity. Furthermore, we invite students to engage with these terms through practical assessments (e.g. producing a podcast) in order for them to "see" how they both produce and are "produced" by the various public squares in which they participate. Students will deconstruct the categories of caste, race, and colonialism in the context of socio-political and cultural structures (e.g. religion, gender identity, ability, political beliefs, etc.) We ask students to consider the following questions: In what ways, do these categories shape our personal and public identities? How do these categories work within contemporary public and private spaces? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2202 New Testament (4 Credits)**

This course takes a multifaceted approach (historical, literary, and critical) to the writings that comprise the Christian New Testament. The New Testament are read as a collection of primary documents that chronicle the primitive Church's slow and often painful process of self-definition. In these writings it is possible to discern the tension that arose because of the strong religious and cultural ties early Christianity maintained with Palestinian Judaism, from which it emerged as a sectarian or reform movement. The careful reader also finds evidence of the new religion's encounter with the Greco-Roman world from whose variegated ethos and culture it borrowed considerably on the way to becoming an important religious force in the first century. In exploring the New Testament, then, we attempt to recover something of the sense of what it meant to be a Christian in New Testament times. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2202.

**RLGS 2205 Women, Gender, and the Bible (4 Credits)**

From Eve to Mary Magdalene, women play essential roles in biblical texts. While many courses, books, and Bible studies focus primarily on men, this course will focus women included in biblical and apocryphal texts as well as the way the Bible has been used to regulate gender in society, leadership, churches, and homes. Feminist and womanist biblical criticism will be used throughout this course, as will a focus on gender critical readings. Through critical reading and reflection on both primary texts and secondary texts, students will form their own views of the representations of female characters, named and unnamed, in the Bible. Additionally, students will ponder the ways that these texts still affect women today. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2250 Introduction to African American Religions (4 Credits)**

This course will explore the nature and the meaning of black religion. We will examine the historical development of African American religion in the United States and explore diverse African American religious groups, such as the Nation of Islam, the Moorish Science Temple of America, Black Jews of Harlem, and others. Specific attention is given to the ways in which African American religious groups have developed in North America, especially the United States and the Caribbean, during slavery and beyond. The course will have three sections. First, we will attempt to define religion in the larger context of religious studies. Second, we will investigate how black religions and black religious scholars deploy Africa as a deep symbol. Finally, we will survey the historical and theological development of a variety of black religions that have been influential in North America. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with MUAC 2251.

**RLGS 2301 American Indian Religion (4 Credits)**

This course will provide an overview of the religious beliefs and practices, histories, cultures, and contemporary lives of the Native American communities in the Rocky Mountains (Ute) as well as those commonly referred to as the "Great Plains Indians" (primarily the Blackfoot, Cheyenne, Sioux, and Crow). Made up of thirty different tribes with seven different language groups, Plains Indians constitute a diverse range of languages, customs, social structures, and religious beliefs. As we learn about the various worldviews and lifeways of Rocky Mountain and Plains Indians peoples, we will also explore the relationships between religion and culture, religion and society, religion and land, and religion and conflict. We will watch several films covering a variety of Native American issues. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2303 Lived Religions (4 Credits)**

The concept of "lived religions" has become prominent in religious studies since the 2000's. While people may think of religions as sets of sacred writings, rules, and rituals, the "lived religions" approach focuses on the ways that people incorporate religion into their activities. The approach is new enough that scholars have not yet come to full agreement on what the term "lived religions" should include and what it implies about religions and how to study them. The course will make room, therefore, to debate the advantages and drawbacks of studying religions through the ways people use religion to shape their life. Students will examine examples of how people live their religion and trace the relationships of these practices to religious teachings and ideas. This effort will involve asking a variety of questions. How closely are religious practices related to teachings and ideas? Does a specific religion put greater emphasis on engaging in specific activities or on agreeing with particular teachings? If people's behavior does not fit with a religion's teachings but the people still consider it to be related to key aspects of religion, does it count as religious? Or have these people moved away from religion into a practice that is spiritually meaningful but not religious? Or is spirituality something even more sharply different from religion? Or is spirituality also part of religion? If we look closely at how people in a religious tradition live, what do we see that we would not notice if we were looking at the religion as only a system of beliefs? For instance, does the sense of time of people who adhere to the religion's calendar of remembrances differ from the sense of time of people who do not? And what specifically would we do to learn about religion, if we concentrate on people's actions? In opening up such inquiries students will learn both about studying religions and about major facets of religious traditions. The course will require reading and successful completion of tests. Visits to off-campus sites and completion of reports on site visits will facilitate learning through encounter and participation. Students will also undertake a project using concepts from the course to imagine and interpret lived religion in behaviors or in aspects of the physical or social world. The religions, practices, and sites for study, observation, and interpretation—as well as the assignments—may vary each time the course is offered. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2310 World Christianities (4 Credits)**

This class will be an exploration of the variety of Christian expressions that have developed around the globe. As Christianity has spread through conquest, missionary work, immigration, trade, and other means, new converts and their offspring have had to reconcile Christian doctrines, rituals, and ethics with the beliefs and practices of their own cultures. This has led to what some scholars have referred to variously as mixing, syncretism, hybridity, creolization, contextualization and/or enculturation. This class, while considering the value of these terms, will, however, take the following as its foundational perspective: from the early Christian community to contemporary denominational specificity, all forms of Christianity have emerged as a result of cultural contextualization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2401 Social Justice in a Global Context: Theory and Practice (4 Credits)**

Theories of social justice, beginning with the ancient Hebrews and Greeks and running up through the modern era. The religious sources of these ideas, drawn primarily from the monotheistic faiths of Judaism, Christianity, and Islam, are profiled. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2501 Islam on Film (4 Credits)**

This course uses the medium of film to introduce students to the history, faith, practice, culture(s), and politics of Islam. Focusing on feature films and documentaries, it employs film to open up a broad spectrum of questions relating to personal piety, gender equity, generational conflicts, social class, governmental repression, and ritual practice. Proceeding thematically along a broad historical frame, the course focuses on the late twentieth and early twenty-first centuries, presenting a balanced picture of life in Muslim-majority and Muslim-minority countries and highlighting the complex picture of Muslim life today. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**RLGS 2600 Religion and Popular Culture (4 Credits)**

Although religion and popular culture are often seen as separate conceptual spheres—the former dealing with the “sacred” and the latter with the “profane”—these two spheres are deeply intertwined and shape one another. Religion often expresses itself in popular culture through the arts and various forms of media, while popular religion frequently expresses itself through religious memes and other representations. This course will explore the complex relationship between religion and popular culture. By studying film, comics, music, tattooing, and other cultural products, we will discover how beliefs, ideals, practices, institutions from various religious traditions shape popular culture and how symbols that are embedded in popular culture shape religious traditions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2980 Internship (1-4 Credits)**

Designed to provide undergraduate majors and minors with valuable experience in non-profit, educational, faith-based, governmental, and related organizations. It helps students translate the knowledge and analytical skills learned in Religious Studies courses into a professional context, while exploring potential career paths and professional opportunities. Students interested in pursuing an internship must meet with the Undergraduate Advisor at the start of the previous quarter to discuss internship goals and identify potential placements. Students meet weekly with a faculty supervisor to monitor their internship experience, and complete the internship by writing a reflective essay. Restrictions: junior or senior standing; at least 20 credits of RLGS courses for majors or at least 12 credits for minors.

**RLGS 3001 Judaism (4 Credits)**

A literary and historical journey through Judaism. This course examines the “Jewish story” from its roots to its modern-day manifestations, focusing on select, classic Jewish texts in their historical contexts. From them, students explore Jewish tradition and practice and actively engage with and in the vivid interpretive imagination of the authors of Judaism throughout the ages. Cross listed with JUST 3001.

**RLGS 3002 Creation & Humanity (4 Credits)**

Why am I here and what is my place in the world? In this class, students engage a wide-variety of answers to this timeless question. We focus on primary texts regarding the creation of the world and humanity’s role within the world from multiple religious traditions, from ancient Near Eastern mythologies to modern spiritualities and film. Themes of the course include humanity’s relation to the divine, nature, and one another; we also discuss issues of inequality and sustainability. Students also learn to perform fruitful cross-cultural comparison.

**RLGS 3003 The Moses Traditions: Jewish, Christian, and Muslim Traditions about Moses from Past to Present (4 Credits)**

The “Abrahamic Traditions” (Judaism, Christianity & Islam) are described as such because each tradition situates its origin in the figure of Abraham, yet there is another foundational figure who looms even larger in all three traditions — Moses. The Moses Traditions traces Jewish, Christian, and Islamic traditions about Moses from the Hebrew Bible through modern America, and in so doing brings into the foreground the religious and inter-religious importance of this beloved figure. Drawing from over 2,500 years of texts and traditions, students come away with a deeper understanding of: 1) how the figure of Moses is shaped and reshaped throughout history and across the globe, 2) how religious traditions portray and redescribe foundational figures to suit the ever-changing needs of their communities, and 3) how to engage a multi-faceted, culturally-embedded, and millennia-long collection of traditions in a way that yields fruitful insight into the inner workings of the religious imagination. This course is cross-listed with JUST 3003.

**RLGS 3023 Great Thinkers: Maimonides (4 Credits)**

Using “The Guide for the Perplexed” as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), one of the central figures in medieval philosophy and Jewish thought. Our study includes analyses of his ideas on principles of faith, human perfection, intellectual vs. “imaginational” approaches to truth, pedagogy and politics, reasons for the commandments, the nature of God and divine will, the limits of human knowledge, the mechanics of prophecy, and the parameters and implications of providence. Cross listed with PHIL 3023 and JUST 3023. Prerequisite: junior standing or instructor’s permission.

**RLGS 3024 Maimonides: Greek, Islamic, and Christian Encounters (4 Credits)**

Using the “Guide of the Perplexed” as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), a central figure in the history of philosophy and in the history of Jewish thought. In this course, we examine in depth the relationship between Maimonides’ core ideas and various Greek, Muslim and Christian thinkers, including: Aristotle, Plotinus, al-Farabi, Avicenna (Ibn Sina), al-Ghazali, Averroes (Ibn Rushd), and Aquinas. Topics to be explored include: what is “metaphysics?”; God’s unity and essence as existence itself; the mystery of knowing and not knowing God (including a consideration of God’s ways as well as “negative theology”—viz. the extent to which we do not know God); God as pure intellect; the nature of the cosmos and the “separate intellects”; creation vs. eternity vs. emanation: philosophical and religious perspectives on the origins of the universe and implications for “living in the world with/out God.” In our study, we will also address the methodological implications of cross-religious and cross-language analyses, and how to spot and address (in your own work and in the work of others) tacit cultural biases at play in the interpretive process. Cross listed with JUST 3024 and PHIL 3024. Prerequisite: Junior standing or instructor’s permission.

**RLGS 3086 The Emergence of Monotheism (4 Credits)**

This course is cross-listed with JUST 3086. Monotheism, the belief in a singular deity, did not arise out of nothing. Rather, the emergence of monotheism was a multi-stage process spanning several millennia and involving numerous religious traditions, primarily Judaism, Christianity, and Islam. This process was marked by internal and external conflict, as individuals and communities struggled to distinguish themselves from their non-monotheistic predecessors and neighbors, while often attempting to convince others to do the same. In this class, we begin with the ancient Near Eastern religious environment in which the idea of monotheism first appeared, then turn our attention to how the movement toward monotheism shapes the texts of the Hebrew Bible, New Testament, and Quran. We also look to archaeological sites and case studies in material culture to fill out our understanding of the lived experiences at play in the emergence of monotheism.



**RLGS 3090 God and Giving? Religion and Philanthropy in America (4 Credits)**

This course is cross-listed with JUST 3090 and ANTH 3090. The United States is notable for its high levels of religious participation and for its well-established and rapidly expanding nonprofit sector. In this course, we will explore these phenomena from a variety of disciplinary perspectives including anthropology, history, and religious studies in order to understand the intersections of religion and philanthropy. By looking at religious ideologies, social theory, and legal and economic contexts, we will consider how religion, government, and philanthropy shape and are shaped by one another. We will examine a number of case studies including faith responses to Hurricane Katrina, the history of philanthropy in Denver, and U.S.-based religious global giving. We will explore key questions regarding community and social responsibility and ask which actors get to define key societal problems and who is ultimately responsible for responding to these problems.

**RLGS 3102 Early Judaism (4 Credits)**

This course traces the development of Judaism in history and literature from the Babylonian Exile and the end of the biblical period through the origins of Rabbinic Judaism and the completion of the Babylonian Talmud (c. 650 CE). However, special emphasis is placed on Jewish culture in the late Second Temple period (c. 200 BCE to 100 CE) and its impact on the early Christian movement, including Jewish literature from the time of Jesus, lost texts of the Bible, new evidence from the Dead Sea Scrolls, and the few surviving historical sources of the Second Temple Period. In addition, students analyze how the Bible came to be and understand how sacred texts and their interpretations eventually became the new center of both Judaism and Christianity. Cross listed with JUST 3102.

**RLGS 3150 The Bible & Dead Sea Scrolls (4 Credits)**

This course includes an advanced study of the Dead Sea Scrolls with a particular focus on the Bible as it appears in the Qumran library. We will discuss the variant versions of the Bible, some of which were previously unknown before the discovery of the Scrolls, and how the findings of the Scrolls may question the very idea of "Bible" itself in the context of the late Second Temple Judaism. Further, we will place particular emphasis on studying the way biblical texts were engaged, interpreted and even written by the authors of the Dead Sea Scrolls. In this way, we shall explore the origins of biblical interpretation and how the notion of the Bible came to be. Cross listed with JUST 3150. Prerequisites: None. The Scrolls will be read in English translation, but those with Hebrew reading skills will have an opportunity to read/translate portions of the Scrolls in community.

**RLGS 3151 Dead Sea Scrolls (4 Credits)**

The Dead Sea Scrolls represent one of the greatest manuscript finds of the twentieth century and have been said to be the most important discovery in biblical archaeology. These scrolls offer a rare window into early Judaism and Christianity and offer us the earliest and most important witnesses to the (Hebrew) Bible. This course covers the Dead Sea Scrolls in their historical, literary and religious context in English translation, together with relevant scholarly research. Cross listed with JUST 3151.

**RLGS 3192 Christian Literature (4 Credits)**

Reading and discussion of influential historic books pertaining to Christianity. This course will focus on a selection of primary texts either from a specific period of Christianity (such as early Christianity or medieval Christianity) or on a specific topic within the study of Christianity (such as monasticism or mysticism).

**RLGS 3203 Christianity (4 Credits)**

This is an introductory course about the Christian religion, with a substantial component devoted to experiential learning. The primary goal of the course is to acquaint students with the richness, dynamism and diversity of one of the world's largest and most influential religious traditions. Even those students who have some general knowledge of Christianity benefit from the disciplined approach of the academic study of religion.

**RLGS 3205 Native Americans and Christianity in USA (4 Credits)**

This class will help students explore the forms of Christianity that have emerged among the indigenous peoples of North America. In their struggles against and adaptation to Euro-American cultural forms, indigenous peoples have developed "contextualized" forms of Christian religiosity. Students will develop a careful understanding of the multiplicity and historical contingency of Christianity as it has spread throughout the world.

**RLGS 3300 Psychology of Religion (4 Credits)**

Beliefs, feelings and actions representing human religious response of experience; function of religion in individual life.

**RLGS 3302 Islamic Fundamentalism (4 Credits)**

This writing-intensive course introduces students to the history and scope of fundamentalist movements in the Muslim world, focusing on the Middle East. Beginning with a look at the internal traditions of renewal and reform built around the idea of a return to the fundament or origins of Islam, the course examines the rise of major movements from the 1700s to the present. Students will engage with key questions, including the following: What distinguishes fundamentalism from radicalism? How do Sunni and Shii fundamentalisms differ? What roles have these movements played in politics and society, and how might these evolve in the future? How might policy makers and others best approach fundamentalist groups? A basic knowledge of Islam is assumed; students wishing to enroll without this background knowledge will be provided supplementary readings.

**RLGS 3315 Religion & Moral Psychology (4 Credits)**

Philosophical foundations and research strategies of psychological studies of moral thought; Aristotelian, Kantian and utilitarian thought included, as well as religious dimensions of morality.

**RLGS 3350 Culture, Psyche, and Religion (4 Credits)****RLGS 3370 Freud, Psychology, & Religion (4 Credits)**

Readings, discussion, and papers help students learn about the life, intellectual and social environment, and clinical and theoretical work of Sigmund Freud. Attention is given to the influence of Freud's work on the understanding of religion at the beginning of the 21st century.

**RLGS 3448 Theory of the Subject: From Hegel to Žižek (4 Credits)**

The great French philosopher Michel Foucault in his Collège de France lectures in the early 1980s characterized the theory of the subject as the very key to the development both of Western philosophy and Western thinking in general. This course will explore Foucault's thesis with reference to different theoretical models of subjectivity and "subjectification" (as Jacques Lacan calls it). It will do so through close readings of selections from the works of G.W.F. Hegel, Søren Kierkegaard, Lacan, Alain Badiou, and Slavoj Žižek as well as select portions of Foucault's 1981-82 lectures entitled *The Hermeneutics of the Subject*. This course is cross-listed with PHIL 3448.

**RLGS 3452 Political Theology (4 Credits)**

A general inquiry, focusing on the modern and postmodern eras, into various forms of philosophical reflection on the relationship between religion and political theory. Survey of the seminal ideas of such major thinkers as Kant, Hegel, Schmidt, Strauss, Derrida, Agamben, Asad, and Žižek.

**RLGS 3453 Is God a Racist Sexist?: Black Liberation and Womanist Theology (4 Credits)**

What is God's race? Does God have a gender? Is God on the side of the oppressed? Black liberation and Womanist theologies have asked these questions based on experience of black oppression in the context of the United States. African Americans have compelled to make sense of God in light of chattel slavery, Jim Crow laws, the Civil Rights Movement, and the Black Power Movement. This questioning continues in light of today's social environment. This seminar course will discuss the many strands of liberation theology in the United States, including Womanist theology. In addition to black liberation theology's methodologies and its challenges to the theological discipline, we will explore the origins and development of theological discourse in the late 1960s during the later part of the Civil Rights Movement and the emergence of the Black Power Movement. Black Theology is a theological perspective which draws on the diverse sources, including religious experience, art, literature, music, and lived narratives. These sources will inform our study. Students will engage critical voices that have shaped the movement such as James Cone, but also engage critiques of Cone and Black Theology. The course will also explore how liberation theologies attempt to deal with the problems of race, class, and gender. Student will be introduced to theological construction in African American communities and analyze the similarities and differences between these theological constructions.

**RLGS 3454 Capitalism, Religion, Democracy (4 Credits)**

The course explores the historical and contemporary relationship between capitalism, religion, and democracy at a theoretical level. Focus will be on the question of what exactly is capitalism as understood by key political philosophers and social theorists in relationship to the religious world views and values that authorize it. At the same time, the course will examine in what measure these world views and values also promote liberal democracy, or work against it, while offering a genealogical account of such phenomena as slavery, colonialism, gender and class domination, along with present day iterations of ethno-nationalism and neoliberal hegemony.

**RLGS 3456 Kant on Religion (4 Credits)**

A study of the philosopher Immanuel Kant's major writings on religion and their subsequent influence on critical theory and the philosophy of religion.

**RLGS 3460 Nietzsche & the Death of God (4 Credits)**

This course will involve an intensive reading and discussion of Friedrich Nietzsche's 'Thus Spake Zarathustra,' together with relevant associated materials, especially 'The Gay Science.' Cross listed with PHIL 3460.

**RLGS 3465 Derrida and Postmodernism (4 Credits)**

Cross listed with PHIL 3465.

**RLGS 3470 Mysticism & Psychedelics (4 Credits)**

The course will examine various texts, traditions, and practice from indigenous to New Age religions that fall under the general category of what has been historically labelled "mysticism." Special emphasis will be placed on chemical or plant-induced forms of altered consciousness, commonly known as "psychedelics" or "entheogens". that both simulate, and are frequently employed by different peoples in different times and places in tandem with, mystical experiences. The course will also examine the transcultural as well as the syncretic nature of mystical practices, spiritual disciplines, and the use of mind-altering substances, in particular with reference to the misuse of these forms by secular enthusiasts who are responsible for what is known as "cultural appropriation" or "neocolonial" misrepresentation.

**RLGS 3475 Deleuze and Semiotics (4 Credits)**

Examines the development of the thought of the famous French postmodern thinker Gilles Deleuze with special attention to his cultural and semiotic theory to the degree that it is relevant to the philosophy of religion. The course also investigates how Deleuze's work has shaped, and is beginning to push in new directions, contemporary postmodern philosophy. Prerequisites: must be at least junior standing and have completed at least two undergraduate courses in philosophy.

**RLGS 3500 Islam (4 Credits)**

Introduction to the history, faith, practice, culture(s), and politics of Islam, starting with the Judeo-Christian Near Eastern context in which it emerged and tracing its theological development and geographic spread around the world. Proceeding thematically along a broad historical frame, the course ends with an examination of the numerous, often competing, trends in contemporary Muslim communities.

**RLGS 3502 Contemporary Islam (4 Credits)**

This course introduces students to contemporary Islam. After a historical overview, the course looks thematically at different spheres of Muslim life. It considers changes that relate to political systems and forms of governance, styles of education, labor and professional work, changes in daily life habits such as timing and organization, changes in gender relations, and changes in religious authority. It also pays attention to the ways in which faith and practice are articulated through cultural practices like pop music and film.

**RLGS 3503 Quran and Hadith (4 Credits)**

This writing-intensive course introduces students to the key texts of Islam—the Qur’an and hadith—including their origins and meaning as well as how they have been interpreted by Muslims over time, and focusing as well on case studies that highlight issues of crucial relevance for today and the future.

**RLGS 3504 Islam and Gender (4 Credits)**

This upper-level course introduces students to key debates, historical developments, and thematic issues in the study of Islam and gender. It grounds this study in theoretical texts but takes a lived religions approach, focusing primarily on the production of "modern" gender norms in the colonial and post-colonial era. It proceeds thematically, with class sessions on sexualities, dress, reproduction, family roles, masculinities, pious self-construction, and the gendering of pilgrimage, and concludes with a look at contemporary and likely future debates.

**RLGS 3505 Gender and Politics in Muslim Pop Cultures (4 Credits)**

This undergraduate/graduate course introduces students to contemporary Muslim popular cultures, in the United States and around the world. It uses gender and politics as thematic lenses, taking a lived religions approach to phenomena that range from pious television programming to online efforts to spread Islamophobia.

**RLGS 3570 Religion and Morality in the American Public Square (4 Credits)**

Close focus on one or two moral issues in which religion is drawn into public debate in the contemporary U.S. Observation of the debate first hand at demonstrations, town meetings, and discussion groups, etc. Analysis of these observations is facilitated by readings on the subject and class discussion.

**RLGS 3642 Martin Luther King, Jr., Malcolm X and Civil Rights (4 Credits)**

In this course, students will explore the lives and religious thought of Martin Luther King, Jr. and Malcolm X, two of the most prominent black religious leaders during the height of the US Civil Rights Movement, often perceived as ideological opposites. Through engaging with their autobiographies, speeches, students will compare and contrast their thoughts on religion, race, and politics in the United States. During the course, students will be able to identify religious and political similarities and differences between the two leaders. We will also explore the development of their religious and ideological shifts in the context of the struggle for civil rights. Ultimately, we explore how their vision for racial justice developed into a call for social and economic equality and human rights.

**RLGS 3645 Religious Nationalisms: A Comparative Approach to White Christian Nationalism and Hindu Nationalism (4 Credits)**

This course examines the religious nationalism in the context of South Asia and the US. We investigate the religion, identity, politics, and power with readings/materials that explore historical memory, religious symbols/rituals/canon, political upheavals, and violent actions in both of these regions. In the context of South Asia, we will examine the British colonial period and post-independence India. In the US, we will focus our attention on post-Civil War politics and the development of the modern US polity. We necessarily interrogate the history and dynamism of important terms such as "religion", "nationalism", and "secular" in the context of Hindu Nationalism and white Christian Nationalism in South Asia and the US respectively. At the core of our inquiry is how specific religious traditions have been invoked in political contexts (and vice-versa), public displays of religiosity, and the complex dynamics of religion and the state.

**RLGS 3693 Religion and the Media (4 Credits)**

Interactions between religion and all forms of communications media in American life.

**RLGS 3694 Religion in the Virtual Space: A Critical Theory Approach (4 Credits)**

This course uses a critical theory lens to consider religious praxis, traditions, beliefs, canons, and rituals within virtual/digital spaces (e.g. websites, apps, social media, digital platforms for gaming, etc.). Students will be introduced to several scholars of virtual religious spaces and practices who use both netnography techniques and critical theory approaches (e.g. Wendy Chun, Lisa Nakamura, Michelle Zappavigna, Oliver Roy, etc.) as well classical scholars of semiotics and language (Judith Butler, Jacques Derrida, Walter Benjamin, Julia Kristeva, and others). Theoretical works are paired with ethnographic, historical and/or public scholarship/experiential to offer students a "lived perspective" critical approach to the topic of digital or virtual religion.

**RLGS 3695 Digital Religion (4 Credits)**

This course introduces students to the study of digital religion from a lived religions perspective. It begins with an examination of the history, concepts and methods of the field, and continues with thematic explorations of digital religion scholarship across varied religious traditions. Students develop an understanding of how scholars study religion and spiritual identities, beliefs, and practices online, and how the religious and digital arenas influence and shape one another.

**RLGS 3701 Topics in Religious Studies (1-4 Credits)**

An exploration of various topics and issues related to the academic study of religion. The subject matter of the course varies and may be taught by the regular faculty of the department or a visiting scholar. Some offerings may include a travel component.

**RLGS 3707 Religion and Film (4 Credits)**

Understanding religion requires us to take culture seriously. In doing so, we must consider products of culture, including popular culture. This course engages both classic and more recent films as "texts" to be analyzed, not as mere entertainments or diversions. We focus not only on those films that identify themselves explicitly as "religious" or reflect a particular religious tradition, but also moved that render the subject more obliquely, which reveal – via image and sound – religion as a complex human activity.

**RLGS 3708 First Americans in Film: Religion, Land, and Identity (4 Credits)**

This course will explore, using a chronological approach, the history of Indigenous portrayal in the US Western Cinematic tradition. Students will be exposed to a variety of interweaving historical processes; including colonial history (with particular interest in Indigenous experience), the history of the film industry, the history of Indigenous representation in film, and the history of the 20 Century United States (with particular interest in Indigenous experience). The first two weeks of the course will be dedicated to the development of a theoretical toolbox. This toolbox – consisting of a series of theoretical concepts and analytical approaches – will function as the bedrock of the class and empower students, supplying the necessary lenses through which to analyze the films that will be screened throughout the quarter.

**RLGS 3732 Feminist and Queer Theory in Religion (4 Credits)**

This course explores the intersection of feminist and queer theories with religious studies. Beginning with feminist theory, we will trace the beginning of the feminist movement and consider the ways in which religion participated in and also resisted feminism. Moving into queer theory, we will critically examine gender and sexuality and center these topics in the field of religious studies. During the course, students will reinterpret religious texts through the use of feminist and queer theory, providing a challenging critique, an imaginative reframing, or even a queering of a sacred text.

**RLGS 3740 Bodies and Souls (4 Credits)**

This course examines the unique place of the body in biblical religion. We ask how the Bible and its interpreters have shaped current views on sex and the gendered body in Western society. How has the Bible been (mis)used in relation to current understandings of the physical body? Is the saying that a "human" does not have a body, but is a body as true for the Hebrew Bible as the Christian New Testament? How have Judaism and Christianity (de)valued sexuality, procreation, and celibacy? How do the biblical traditions shape our modern opinions about the ideal physical body and body modifications? How can we understand "out-of-body" experiences and notions of death and afterlife in Western religion? Students are encouraged to interpret the Bible and their own beliefs from a uniquely embodied perspective. Cross listed with GWST 3740, JUST 3740.

**RLGS 3760 Globalization and Religion: Theory and Methods (4 Credits)**

This course explores how religious movements around the world both affect, and are affected by, the process of globalization. A major segment of the course is devoted to various theories of globalization and how they account for the increasingly important role of religion. Focus is largely on the relationship between Christianity, Judaism, and Islam.

**RLGS 3814 Modern Hinduism (4 Credits)**

Doctrines, practices and history of South Asian Hinduism; conceptions of Gods and gods; image worship and temples; and the influences of caste and gender on the experience of Hinduism.

**RLGS 3820 Buddhism (4 Credits)**

Buddhist life and thought from origins to present in India, Tibet, Japan and China.

**RLGS 3832 Religious Lives: The Dalai Lamas (4 Credits)**

This course explores the many lives of the Dalai Lamas and the transformation of a reincarnated religious teacher into the political leader of Tibet and, eventually, a worldwide religious personality. In order to understand that transformation, the course investigates the institution of the Dalai Lamas from historical, doctrinal, and ritual perspectives. We will look at the role of the Dalai Lama as an embodiment of the bodhisattva of compassion at the center of a tapestry of religious ceremony and ritual performances. The course will also consider the religious, ethical, and political thought of several of the most prominent Dalai Lamas, with significant attention given to the writings and work of the current, fourteenth, Dalai Lama.

**RLGS 3885 Islamic Mysticism (4 Credits)**

The origins and development of Islamic mysticism, including asceticism and the Sufi orders.

**RLGS 3890 Religion and Diaspora (4 Credits)**

When forced to leave a homeland, displaced communities frequently turn to religion to maintain identity and adapt to—or resist—new surrounding culture(s). This course examines the role of religion and identity in three Jewish and Christian communities living in diaspora and poses questions such as the following: What is the relationship between religion and (home)land? How have the biblical themes of exodus, diaspora, promise and restoration been applied to contemporary experiences? And how have our American stories been interpreted through the lens of the Bible? As part of the service learning component, students have the opportunity to work with religious and immigrant aid organizations in the Denver community. Cross listed with JUST 3890.

**RLGS 3891 Justice: A Biblical Perspective (4 Credits)**

This is a service learning course designed for religious studies undergraduate majors, though non-majors are welcome to enroll. Cross listed with JUST 3891.

**RLGS 3892 Grant Writing for Community Engagement and Research (4 Credits)**

This community engagement course introduces student to non-profit work and to scholarship on non-profit activities. It connects students with community partners, continuing the department's commitment to experiential learning and to engagement with living faith communities. Students spend course time discussing scholarship on grant writing and non-profit grant support and discussing logistical and other issues related to their community engagement partners. This course is intended to help provide advanced undergraduate and graduate students with arenas for future research, including possible thesis topics, while also offering a practical opportunity for professional development. Understanding 501(c)3 corporations and experience in writing grant proposals will be an asset for students planning to work in non-profits as well as for those continuing on to doctoral work.

**RLGS 3893 Buddhism and Social Justice (4 Credits)**

This course examines Buddhist theories and practices of social justice, with a focus on the contemporary global movements known as "Humanistic Buddhism" and "Socially Engaged Buddhism." The course covers topics such as: the roots of engaged Buddhism in social and political movements of 19th and 20-century Asia, the role of meditation and other Buddhist practices as both a support for and a means of social engagement, and Buddhist approaches to contemporary issues of racial justice, equality, economic development, and the environment. In the final analysis, the course asks whether the concept of justice makes sense within a Buddhist worldview, or if Buddhist concerns for social welfare hinge on an entirely different paradigm. This course is a community-engaged service learning course. As part of the course, students work with a local community partner to further their own community engagement work.

**RLGS 3898 Dharamsala: Myth, Land, and Traditions (4 Credits)**

This course explores the myths and stories that root cultural, religious, social and political traditions in the material landscape of India. It will explore the sacred spaces, images, rituals, and belief-traditions of the Himalayan region surrounding Dharamsala, India. As a study-abroad course, the materials, site visits, and community-engaged learning projects interrogate how myths operate as both cultural "glue" and demarcations of difference. Students participate in community-engaged learning placements to learn how myth creates and fosters cultural communities. Through site visits and readings we will learn how the "lived experience" of cultural belief-traditions, social and political practices, and sacred images and spaces are products of a unique marriage of land, story, and community. We will also have lectures and a Canvas site with pre-travel readings that will prepare you for the cultural and social belief-traditions we will encounter within Dharamsala. While in India, we will continue to read about ritual, devotion, stories of the land, social and political identities rooted in the land, and more. This course will be cross-listed with INTS for undergraduate and graduate elective credit.

**RLGS 3988 Study Abroad Resident Credit (0-18 Credits)****RLGS 3991 Independent Study (1-10 Credits)****RLGS 3995 Independent Research (1-10 Credits)**

## Socio-Legal Studies

Office:

Mail Code:

Phone:

Email:

Web Site: <https://liberalarts.du.edu/socio-legal>

Law affects many aspects of our lives. Students who major or minor in socio-legal studies—an interdisciplinary program within the College of Arts, Humanities and Social Sciences—focus on important questions about modern society: How does law operate in people's everyday lives? How do social institutions shape law? How are social institutions shaped by law? How does law empower and constrain individuals, groups, organizations and communities? When can the law be used to change the society? Students majoring in socio-legal studies often pursue a legal career, but the issues addressed in the major are relevant to all fields of endeavor.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

All students must take a minimum of 40 credits of coursework. To ensure a broad education, students majoring in Socio-Legal Studies must also complete a second major.

Code	Title	Credits
<b>Required Courses</b>		
PLSC 1810	Introduction to Law and Society	4
SOCI 2120	Methods of Socio-Legal Inquiry	4
PLSC 2755	Legal Actors and Institutions	4
<b>Electives</b>		
Remaining hours must be selected from the following approved electives (see internship option below) and topics courses approved by the director.		
<b>Environmental Science</b>		
ENVI 3000	Environmental Law	4
<b>Media, Film and Journalism Studies</b>		
MFJS 3040	Media Law	4
MFJS 3700	New Media Law & Regulation	4
<b>Philosophy</b>		

PHIL 2040	Practical Logic	4
PHIL 2150	Philosophy of Law	4
PHIL 2180	Ethics	4
PHIL 2700	Biomedical Ethics	4
PHIL 3061	Kant's Ethics/Aesthetics/Politics	4
PHIL 3175	Morality and the Law	4
PHIL 3178	Metaethics	4
PHIL 3701	Topics in Philosophy	1-4
<b>Political Science</b>		
PLSC 2001	Law and Politics	4
PLSC 2700	Topics in Political Science	4
PLSC 2701	Topics in American Politics	4
PLSC 2820	Constitutional Law: Civil Rights and Liberties	4
PLSC 2830	Judicial Politics	4
PLSC 2840	International Law & Human Rights	4
PLSC 2860	Constitutional Law: Governmental Structures and Powers	4
<b>Sociology</b>		
SOCI 2250	Criminology	4
SOCI 2750	Sociology of Law	4
SOCI 2760	Discipline and Punishment	4
SOCI 2765	The Female Offender	4
SOCI 2770	Kids and Courts	4
SOCI 2775	Wrongful Conviction	4
SOCI 2780	Women and the Law	4
SOCI 2785	Family and the Law	4
SOCI 2790	Policing Society	4
SOCI 2795	Capital Punishment	4
SOCI 2820	Drugs and Society	4

**Internships**

Student may complete pre-approved internships to fulfill up to 8 credits toward the major. Major and minor courses cannot be double counted.

**Total Credits****40**

## Secondary Major

### Secondary Major

40 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

The minor requires 20 credits including one of the following: PLSC 1810 Introduction to Law and Society, SOCI 2120 Methods of Socio-Legal Inquiry, PLSC 2755 Legal Actors and Institutions. Remaining credits are selected from electives listed in the major. Only one course in the student's minor can be from that student's major area. Student may complete a pre-approved internship to fulfill up to 4 credits toward the minor. Major and minor courses cannot be double counted.

### Requirements for Distinction in the Major in Socio-Legal Studies

Socio-legal majors may pursue graduating with Program Distinction if they receive a recommendation from a member of the Socio-legal Studies faculty and have an overall DU GPA of 3.5, and GPA within the Socio-legal Studies major of 3.75.

To win the designation of graduation with Distinction in Socio-legal Studies, students must successfully complete a Senior Thesis. The guidelines for completing the thesis are as follows:

- Students must select a faculty member from the Program who will agree to act as Thesis Advisor.
- Students will submit a thesis proposal to the Thesis Advisor for approval before October 15 of the senior year.
- Students wishing course credit for thesis work should contact the Program Director to register for an appropriate course. The Thesis Advisor will act as the designated instructor.



- The completed thesis, once approved by the Thesis Advisor, must be submitted to a committee of three faculty by April 1 of the senior year. The committee will consist of the Thesis Advisor and two other faculty, one of whom may be from outside the Socio-legal Studies faculty.
- During the month of April, the Thesis Advisor will schedule a one-hour meeting between the student and the faculty committee to discuss the thesis and its implications for the discipline.

o NOTE: If you are in the University Honors Program, you should check with them for specifics on their calendar and requirements for completion of the thesis; their deadlines are different than ours.

o Departmental Theses (for students who are NOT in the HONORS program) MUST be defended by the end of the 7<sup>th</sup> week of any quarter to ensure timely major approval and inclusion in the commencement program.

- Students who satisfactorily complete a thesis, as determined by the faculty committee, will receive program distinction, which will be noted in the Commencement program and on your transcript. You will also be recognized at our Department Recognition Ceremony in early June.
- Honor cords are not given out for Distinction in the Major; they are only given to students invited to join Alpha Kappa Delta (AKD), the Sociology Honor Society.

Students wishing further information should contact the Program Director (Randy Wagner; Ricketson Law Building 450; phone: 303.871.6761 email: randolph.wagner@du.edu).

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Language sequence or SI natural sequence	4	Language sequence or SI natural sequence	4	Language sequence or SI natural sequence	4
AI Society or SI Society	4	AI Society or AI Natural	4	AI Society or AI Natural	4
PLSC 1810	4	Other major, minor or elective	4	Other major, minor or elective	4
	<b>16</b>		<b>16</b>		<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
Language sequence or SI natural sequence	4	Language sequence or SI natural sequence	4	Language sequence or SI natural sequence	4
AI Natural or AI Society	4	SOCI 2120	4	Major Elective	4
PLSC 2755	4	Major Elective	4	INTZ 2501	1-2
Major Elective	4	Minor or Elective	4	Minor or Elective	4
INTZ 2501 <sup>1</sup>	2			Minor or Elective	4
	<b>18</b>		<b>16</b>		<b>17-18</b>

Total Credits: 99-100

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

**ANTH 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with JUST 2011 and RLGS 2011.

**ECON 2540 Law and Economics (4 Credits)**

This course provides an introduction to the study of law and economics, the objective being to provide a critical examination of the nexus between economics and law. After establishing foundational concepts and definitions the course turns to an investigation of legal history, traditions and movements. For example, this will include examination of common law and civil law (code), the progressive era, legal realism, critical legal studies, the law and economics movement, critical race theory, and law and neoliberalism. An assessment of distinct approaches to law and economics from different economic perspectives will also be undertaken. The latter half of the course covers the economic dimensions to various sources or core areas of law including property, contract, tort, administrative, criminal and constitutional law. Additionally, certain special topics will be introduced and analyzed throughout the course, including the social and legal construction of markets; public finance and the economic role of government; the legal foundations of money; and, environmental, international, family, public, corporate, competition and antitrust law. The course also offers exposure to hands-on and practical factors concerning the profession and practice of law including legal terminology, precedent, reasoning, case review, writing and procedure.

**ENVI 3000 Environmental Law (4 Credits)**

Purpose and applications of federal laws pertaining to environmental protection, including NEPA, RCRA, CERCLA, and Clean Water and Clean Air Acts; addresses role of states in implementation of federal environmental laws.

**HIST 1850 20th Century LGBTQ History in the United States (4 Credits)**

This course uses a cultural history approach to explore the experiences of lesbian, gay, bisexual, transgender, and queer peoples in the "long twentieth century" (1880s-2010s) United States. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with ANTH 2011 and RLGS 2011.

**JUST 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that "Jews earn like Episcopalians, and vote like Puerto Ricans." This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with RLGS 2012.

**LGST 3440 The Supreme Court & Your Life: Constitutional Law, Ethics & Policy for the 21st Century (2 Credits)**

This course evaluates the most critical ways in which the United States Supreme Court interacts with and affects an individual's life, career, education, freedom, and future. Over ten weeks, we analyze how: (1) each major section of the Constitution and how it makes its way to the Court, (2) is ultimately interpreted by each of the nine current Justices, and (3) the subsequent repercussions of the opinion. The primary vehicles used for this task are actual Supreme Court cases, federal circuit court opinions, and legal briefs filed by the parties and interest groups on both sides of each dispute. Each of these documents is part of the public record and easy to locate. Because many students are likely to hear, believe, and/or resonate with only one side of each politically-charged divisive case heard by the Court (perhaps because they listen to only one news source or affiliate primarily with people of the same ideological bent), this class will emphasize the importance of seeing both sides of important public policy, legal, and ethical issues before taking a position. This is a valuable skill that is often neglected in college courses but will take a student far in life.

**LGST 3450 Impact of Driverless Mobility: Business, Legal & Ethical Implications (4 Credits)**

Smartphones and personal computers have changed the world and how we live in it. Now, Driverless Vehicles are poised to profoundly reshape our transportation systems, real estate development, access to goods and services, and our collective ecological footprint. In our "Impact of Driverless Mobility" course, we will consider many of the broad implications of this disruptive technology, including, but not limited to, the many legal, ethical and business considerations. Prerequisite: LGST 2000.

**MFJS 3040 Media Law (4 Credits)**

Introduction to freedom of expression and media law. Students learn how the American legal system works and gain an understanding and appreciation of the philosophical foundations of free expression. In addition, students confront many of the issues facing professional communicators today. Topics include incitement, hate speech, student speech, copyright, defamation, and other issues crucial to mass media professionals. The course examines also explores challenges to free expression brought by new(er) communication technologies. The purpose of this class is to give students the knowledge and critical thinking skills needed to be successful in today's rapidly changing communication environment. Cross-listed with MFJS 4300.

**MFJS 3700 New Media Law & Regulation (4 Credits)**

An examination of recent developments in internet and social media law and regulation.

**PHIL 2040 Practical Logic (4 Credits)**

In this course students will learn how to identify and understand real arguments, the kinds of arguments that they confront everyday in the media, textbooks and periodicals, in addition to those made in philosophical writings. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

**PHIL 2150 Philosophy of Law (4 Credits)**

Principles, aims and methods of legal reasoning (judicial decision making); relationship between legal and moral reasoning. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2180 Ethics (4 Credits)**

Alternative theories of morals and values, ethical problems and solutions offered by classical and contemporary thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2700 Biomedical Ethics (4 Credits)**

Discussion of some of the most pressing ethical issues engaged by contemporary developments in biology and medicine. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 3061 Kant's Ethics/Aesthetics/Politics (4 Credits)**

A study of Kant's "value theory" and its historical significance. Prerequisite: junior standing or instructor's permission.

**PHIL 3175 Morality and the Law (4 Credits)**

A systematic study of various elements of the relation between law and morality. Are we obligated to obey every law the government enacts? Why? If we do have an obligation to obey the law, are civil disobedients like Martin Luther King, Jr. justified in disobeying the law? Are immoral laws, laws at all, or must a law connect with some higher moral truth to have any authority? To what extent is it morally permissible for the law to restrict our personal freedoms? To what extent is it morally permissible for the law to enforce morality in general? If it is not permissible for the law to enforce morality, do we incur any obligation to obey the law? Prerequisite: junior standing or instructor's permission.

**PHIL 3179 Virtue Ethics (4 Credits)**

Virtue ethics purportedly provides a distinct approach to moral deliberation, moral reasoning, moral decision-making, and moral justification. This course is a systematic study of the nature of virtue ethics, the nature of a virtue, and the alleged superiority of virtue ethics over its more familiar consequentialist and deontological alternatives. We also study various responses to the following questions: Have moral psychologists generated any valuable studies on the nature of virtue? What virtues ought we to endorse? At least Junior standing required or permission of the instructor.

**PHIL 3211 Contemporary Pol Philosophy (4 Credits)**

This class focuses primarily on the philosophical problems generated by thinking about political authority and justice. We discuss the nature of political authority, justice, rights, equality and the role of property in a modern state.

**PLSC 1810 Introduction to Law and Society (4 Credits)**

This course introduces the relationship between law and society, exploring principles of legal conduct in social contexts and explaining how social scientific methods are used to understand these principles. Questions discussed include what is the relationship between the "law-on-the-books" and "law-in-action," and what can we learn from gaps between formal law and the "real" law that is experienced in society? Empirical examples may include international comparisons and the evolution of law over time. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PLSC 2001 Law and Politics (4 Credits)**

Introduces the relationship between law and politics, describing the basic principles of legal conduct in political contexts and explaining how social scientific methods are used to understand these underlying principles. Questions explored may include the following: Where does the law come from? Whose interests does it reflect? Does formal legal change lead to practical political and social change? Why do we comply with the law? What are the limits of enforcement? This course counts toward the Scientific Inquiry: Society and Culture requirement. It also satisfies the department distribution requirement in law. Prerequisite: sophomore standing & either PLSC 1000, 1110, 1610, or 1810.

**PLSC 2002 Abortion Politics and Law (4 Credits)**

Abortion has been, and continues to be, a defining issue in America politics and law. As the traditional story goes, the country has been locked in a high-stakes and highly controversial fight over abortion since the Supreme Court legalized access in 1973 via the Roe v. Wade decision. While a convenient story, it egregiously oversimplifies both the past and present of abortion politics and law. This class aims to explore the cyclical and complex relationship between law and politics of abortion in America: how it came to become a national issue; how and why its contours have changed over time; what effects it has had on people's lives and the country's politics; and how we can constructively think about the new, post-Roe US. In doing so, we will also consider how the case study of abortion can inform our more general understandings of American politics, law, movements, and political parties.

**PLSC 2100 Political Psychology of Identity (4 Credits)**

This course introduces you to the interdisciplinary field of political psychology with a focus on exploring the various foundations of social identity and the implications of these identities for political outcomes in the United States. Throughout the quarter, we'll compare the influence of different identities and examine the psychological and political implications of social identities. The class focuses on two key identities: gender and race. We'll examine the psychological foundations of gender and racial stereotyping and prejudice, how race influences perceptions of the criminal justice system, and the ways in which White identity shapes citizens behavior and opinion in American politics. We finish the quarter with a focus on new, emerging scholarship that further complicates the relationships between human psychology and gender and racial identity.

**PLSC 2703 Topics in Law and Politics (4 Credits)**

Focuses on topics in law from a political science perspective. Satisfies departmental distribution requirement in law. Prerequisite: sophomore standing.

**PLSC 2755 Legal Actors and Institutions (4 Credits)**

This course examines the legal system from the points of view of those who work within it. It considers the social characteristics of lawyers, judges, regulators, elected officials and non-state actors, and how they matter to the social construction of law. The emphasis is on the social organization of law and the everyday interactions that bring meaning to the legal system. It considers and seeks to understand how legal roles, legal institutions and power relations within the law influence its development and practice. Throughout the course, students are required to think critically about how society and the social relationships of law influence law's outcomes. Prerequisite: Sophomore standing.

**PLSC 2820 Constitutional Law: Civil Rights and Liberties (4 Credits)**

This course addresses major ideas and principles of U.S. constitutional law, with a focus on equal protection of the law, fundamental rights, and freedom of speech and religion. Within each of these areas, we will consider the development of court rulings over time, economic and political influences on court decision-making, and policy implications of these rulings. While PLSC 2860 complements this course, it is not necessary to take both courses. Satisfies the department distribution requirement in law. Prerequisite: Sophomore standing.

**PLSC 2830 Judicial Politics (4 Credits)**

This course considers the role of courts, especially the Supreme Court, in the U.S. political system. Topics include the the potential dangers and benefits of allocating significant power to un-elected justices, judicial decision-making, Court-Congress interaction in developing public policies, the social and political effects of court rulings, and legal interest groups.

**PLSC 2840 International Law & Human Rights (4 Credits)**

This course explores the role that international law plays in promoting human rights. Why did states first commit to international human rights protections after the Second World War? Why did states voluntarily surrender their sovereignty by signing and ratifying human rights treaties that limit their freedom to act domestically? Does this international law influence governments' human rights practices? Who enforces international human rights law? Which countries are leaders or laggards when it comes to international human rights? This course can count toward the sub-field requirement for PLSC majors in either law or comparative/international politics.

**PLSC 2850 Politics of Criminal Justice in the US (4 Credits)**

Problems and reforms in American criminal justice system; causes and extent of crime, excessive use of force by police, systemic racism, bail reform, probation and parole; prisons and police/community relations. Prerequisite: sophomore standing.

**PLSC 2855 Conservative Politics and the Courts (4 Credits)**

This course focuses on the reasons for and uses of litigation and judicial politics in the pursuit of conservative ends. As such, the class critically examines the different major sub-groups that define modern American conservatism; how these subgroups compare to and interact with one another; the conditions that allow for political movements generally to use courts in pursuing policy ends; and the specific steps that various American conservative groups have taken in order to influence courts, law, and policy. Introduction to American Politics (PLSC 1000) is recommended, but not required.

**PLSC 2860 Constitutional Law: Governmental Structures and Powers (4 Credits)**

This course addresses major ideas and principles of U.S. constitutional law, with a focus on federalism, the growth of national power, and separation of powers. Within each of these areas, we will consider the development of court rulings over time, economic and political influences on court decision-making, and policy implications of these rulings. While PLSC 2820 complements this course, it is not necessary to take both courses. Satisfies the department distribution requirement in law. Prerequisite: Sophomore standing.

**PLSC 2870 Theories of Law (4 Credits)**

Approaches to law, courts and judges focusing of various theories of law including legal realism, feminist legal theory, law and society, law and economics, behavioralism. Prerequisite: sophomore standing.

**PLSC 2880 Comparative Constitutional Politics (4 Credits)**

Many fear that democracy is in decline, in the US and around the world. Citizens in the US and many other countries look to judicial review of written constitutions as a way to preserve democracy while protecting rights. Yet can judges serve effectively as guardians of democracy or rights? Do US-style "checks and balances" violate the "separation of powers" when judges declare that laws – approved by elected representatives in the legislative and executive branches – are unconstitutional and must be overturned? Does this approach of "constitutionalism" create a "juristocracy" – government by judges – that is incompatible with representative democracy? In this course, we examine constitutional politics comparatively, (1) exploring why constitutionalism spread widely during the postwar and post-Cold war eras and (2) analyzing its implications for contemporary democracies and their citizens. As a course in the sub-field of comparative and international politics, cases from outside the US will be the focus of our inquiry, with the US discussed in comparative perspective.

**PLSC 3985 Legal Internship (4 Credits)**

This is an online class for students working in internships related to the legal profession. Students may work in the local courts, advocacy organizations, the public defender's office, or the district attorney's office, either in Denver or elsewhere in the U.S. Students will complete internship hours in addition to engaging in an online course that focuses on professional development, reflections on the internship experience, and relevant legal scholarship. Students are responsible for applying to and securing their own internships (with assistance from the professor), and should plan to begin this process early, typically in advance of registration.

**PSYC 2610 Forensic Psychology (4 Credits)**

Scientific study of the the intersection of human behavior and the legal process. Prerequisite: PSYC 1001.

**RLGS 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with ANTH 2011 and JUST 2011.

**RLGS 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that "Jews earn like Episcopalians, and vote like Puerto Ricans." This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with JUST 2012.

**SOCI 2120 Methods of Socio-Legal Inquiry (4 Credits)**

This course provides a broad overview of socio-legal research methods. Specifically, the course examines how qualitative and quantitative research methods are used to answer socio-legal research questions. Students participate in research in order to understand the process of designing a project, collecting data, analyzing data, and reporting findings.

**SOCI 2250 Criminology (4 Credits)**

Social meaning of criminal behavior; relationship between crime and society in particular, how production and distribution of economic, political and cultural resources shape construction of law, order and crime; different types of crime, criminals and victims, and efforts to understand and control them. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**SOCI 2622 Deportation Nation (4 Credits)**

This service-learning course examines the nexus of the criminal justice and immigration—or, crimmigration—system. Through a scholarly analysis situated of the historical, social, and political processes that have informed contemporary immigration law and policy, the course focuses on the shift to enhanced enforcement, detention, and mass deportation. Prerequisite: SOCI 1810.

**SOCI 2750 Sociology of Law (4 Credits)**

Overview of theory and research about relationship between law and society; legal rules, roles, organizations and inter-institutional relations; activities of legal profession, courts, juries, legislatures and regulatory agencies. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2760 Discipline and Punishment (4 Credits)**

Institutional mechanisms for imposing discipline and for punishing wayward individuals and groups; contradictory social objectives of punishment and corrections; organizational settings for administering punishment and identifying predominant institutional routines in coercive environments. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2765 The Female Offender (4 Credits)**

Female offenders are one of the fastest growing segments in both the juvenile and adult justice systems. This course introduces students to debates and issues surrounding girls, women, and crime; explores different theoretical perspectives of gender and crime; and examines the impact of gender on the construction and treatment of female offenders by the justice system. In addition, this course specifically looks at girls' and women's pathways to offending and incarcerations; understanding girls' violence in the inner city; exploring the reality of prison life for women, with a particular focus on the gender-sensitive programming for incarcerated mothers; and ending with an examination of how capital punishment has affected women offenders historically and contemporarily. Cross listed with GWST 2765. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2770 Kids and Courts (4 Credits)**

This course examines how American society has responded to the problem of at-risk and delinquent youth in the twentieth and twenty-first centuries. The primary focus will be on the juvenile court's and the encompassing juvenile justice system's efforts to address this problem. The court's and the system's ameliorative attempts to help at-risk children/adolescents as well as their more punitive policies directed at serious and violent young offenders will be investigated. Differences in juvenile court policies and practices over time and across jurisdictions (both in the United States and in other countries) will be considered. Prerequisite: SOCI 1810 or permission of instructor.



**SOCI 2775 Wrongful Conviction (4 Credits)**

The criminal justice system was once considered infallible—innocent people did not end up in prison. But DNA evidence has revealed that innocents are incarcerated and perhaps even executed. This course focuses on the prevalence of wrongful conviction; the harms caused by wrongful conviction; the causes of wrongful conviction; strategies for reducing wrongful conviction; and the prospect of compensating the wrongfully convicted.

Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2780 Women and the Law (4 Credits)**

This course explores the relationship between women and the law, looking at the way the categories of sex and gender have been produced and re-produced through law. Through a look at case law and sociological research, students will examine women as bodies, workers and family members. This course also explores the development and current status of American law in the areas of women's constitutional equality, pay equity and equal opportunity, women's access to education, women in the workplace and violence against women. Cross listed with GWST 2780. Prerequisite: SOCI 1810 or permission of the instructor.

**SOCI 2785 Family and the Law (4 Credits)**

The government is actively involved in deciding who gets to be a family and what families should look like. The state and its laws are involved in shaping family life, making decisions for family members, and mediating familial conflict. This course looks at the appropriate role of the state in family life by examining state legislation and court decisions and social research on a variety of topics. Cross listed with GWST 2785. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2790 Policing Society (4 Credits)**

Emergence and development of police organizations and tactics; factors that influence policing styles and objectives; historical precedents; policing the street; policing the board room; policing the world; and policing everyday life. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2795 Capital Punishment (4 Credits)**

This course examines three main topics: the history of capital punishment (facts and trends, public opinion, legislation, and landmark Supreme Court cases); arguments often made for abolition (arbitrariness, cost, and innocence); and arguments often made for retention (deterrence, incapacitation, and retribution). Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2820 Drugs and Society (4 Credits)**

Relationship between drug use, drug control and social contexts; various sociological themes relating to use and control of drugs in American society. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2825 Sexualities and the Law (4 Credits)**

This course provides an overall conceptual and applied understanding of sexualities (sexual identities, relationships, behavior, and choices), law, and punishment in the United States. All of the following areas will be examined: sexual minorities' rights (with a focus on marriage equality) and relationships; reproductive regulation; sex industry; pornography; and responses to sex offenses (with a focus on responses to college sexual assault). Students in this course will identify the ways legislation and the courts define and regulate sexualities in society. Prerequisite: SOCI 1810.

## Sociology and Criminology

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What causes delinquent and criminal behavior? How are gender, racial and class inequalities reproduced and challenged by groups and institutions?

What are the origins of the self? These are the kinds of questions sociologists and criminologists attempt to answer. For students interested in sociology or criminology, the department offers non-majors an understanding of human social systems as part of a liberal arts education and prepares majors for graduate or professional school. The broad perspectives of sociology and criminology are also useful backgrounds for students planning to enter a variety of careers such as law, social work, education or management.

Our low student/faculty ratio allows professors to guide, counsel and advise students according to individual needs and career goals. As well as taking an active, creative role in the classroom and as advisors, DU professors are involved in exciting research projects in which undergraduate students can participate. The department also offers an internship program designed to give sociology and criminology majors and minors the opportunity to gain valuable work experience in a community agency.

Many of the department's majors go on to law school or to graduate programs in sociology, criminology or social work. Others choose to work in various social service agencies, private organizations and businesses.

## Sociology

The sociology major provides a general background in theory, methods and a variety of substantive areas within sociology.



## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Program note: Students may not double-major, double-minor or major-minor in both sociology and criminology.

40 credits, including the following:

Code	Title	Credits
<b>Required coursework</b>		
SOCI 1810	Understanding Social Life	4
SOCI 2020	Sociological Classics	4
SOCI 2005	Sociological Imagination and Inquiry--Part A	4
SOCI 2006	Sociological Imagination and Inquiry--Part B	4
SOCI 2420	Social Inequality	4
SOCI 3999	Sociology Assessment	0
<b>Electives</b>		
Complete additional sociology courses to meet the 40 credit minimum. Of these courses, 16 credits of electives must be taken from our roster of sociology courses. The remaining 4 credits may be taken from our roster of criminology courses, or can be used for internship or practicum.		20
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Internship note: Students must meet the following prerequisites to enroll in the internship program: have junior or senior standing, be sociology or criminology majors or minors, have a cumulative GPA of 3.25 and have taken at least three sociology- or criminology-related courses beyond Understanding Social Life (SOCI 1810).

## Secondary Major

### Secondary Major

40 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

Pre-law and pre-social work students will find a minor in sociology especially helpful to their long-term careers.

Program note: Students may not double-major, double-minor or major-minor in both sociology and criminology.

20 credits, including:

Code	Title	Credits
SOCI 1810	Understanding Social Life	4
<b>Electives</b>		
Complete additional sociology courses to meet the 20 credit minimum. 12 of these credits must be taken from our roster of sociology courses. The remaining 4 credits may be taken from our roster of criminology courses, or as internship (see internship note above in major requirements section).		16
<b>Total Credits</b>		<b>20</b>

## Criminology

The criminology major provides a general background in theory and methods and a variety of substantive courses on the creation and application of criminal law, the causes of criminal behavior and societal responses to lawbreaking.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Program note: Students may not double-major, double-minor, or major-minor in both sociology and criminology.

40 credits, including the following:

Code	Title	Credits
<b>Required coursework</b>		
SOCI 1810	Understanding Social Life	4
SOCI 2020	Sociological Classics	4
SOCI 2005	Sociological Imagination and Inquiry--Part A	4
SOCI 2006	Sociological Imagination and Inquiry--Part B	4
SOCI 2250	Criminology	4
SOCI 3998	Criminology Assessment	0
<b>Electives</b> <sup>1</sup>		<b>20</b>
Select five of the following: <sup>2</sup>		
SOCI 2255	Juvenile Delinquency	
SOCI 2260	Deviance and Society	
SOCI 2710	Crime and Inequality	
SOCI 2750	Sociology of Law	
SOCI 2755		
SOCI 2757	State Violence	
SOCI 2760	Discipline and Punishment	
SOCI 2765	The Female Offender	
SOCI 2770	Kids and Courts	
SOCI 2775	Wrongful Conviction	
SOCI 2780	Women and the Law	
SOCI 2785	Family and the Law	
SOCI 2790	Policing Society	
SOCI 2795	Capital Punishment	
SOCI 2820	Drugs and Society	
SOCI 2830	White-Collar Crime	
SOCI 2855	Crime and the Media	
<b>Total Credits</b>		<b>40</b>

<sup>1</sup> Up to four credits can be the internship. Internship note: Students must meet the following prerequisites to enroll in the internship program: have junior or senior standing, be sociology or criminology majors or minors, have a cumulative GPA of 3.25 and have taken at least three criminology-related courses beyond Understanding Social Life (SOCI 1810).

<sup>2</sup> Complete additional criminology courses to meet the 40 credit minimum. Of these courses, 16 credits of electives must be taken from our roster of criminology courses. The remaining 4 credits may be taken from our roster of sociology courses, or can be used for internship or practicum.

## Secondary Major

### Secondary Major

40 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

Students interested in law or law enforcement will find a minor in criminology especially helpful to their long-term career goals.

Program note: Students may not double-major, double-minor or major-minor in both sociology and criminology.

20 credits of criminology-related courses, including the following:

Code	Title	Credits
SOCI 1810	Understanding Social Life	4
SOCI 2250	Criminology	4
<b>Electives</b> <sup>1</sup>		<b>12</b>
Select three of the following: <sup>2</sup>		

SOCI 2255	Juvenile Delinquency
SOCI 2260	Deviance and Society
SOCI 2710	Crime and Inequality
SOCI 2750	Sociology of Law
SOCI 2755	
SOCI 2757	State Violence
SOCI 2760	Discipline and Punishment
SOCI 2765	The Female Offender
SOCI 2770	Kids and Courts
SOCI 2775	Wrongful Conviction
SOCI 2780	Women and the Law
SOCI 2785	Family and the Law
SOCI 2790	Policing Society
SOCI 2795	Capital Punishment
SOCI 2820	Drugs and Society
SOCI 2830	White-Collar Crime
SOCI 2855	Crime and the Media

**Total Credits****20**

<sup>1</sup> Up to four credits can be the internship. Internship note: Students must meet the following prerequisites to enroll in the internship program: have junior or senior standing, be sociology or criminology majors or minors, have a cumulative GPA of 3.25 and have taken at least three sociology- or criminology-related courses beyond "Understanding Social Life" (SOCI 1810).

<sup>2</sup> Complete additional criminology courses (typically 12 credits) to meet the 20 credit minimum. 4 credits may be taken as internship, and can substitute for one criminology elective (see internship note above in major requirements section).

## Requirements for Distinction in the Major in Sociology and/or Criminology

- Minimum of 3.5 major GPA and 3.25 overall GPA
- Completion of Senior Thesis
- Student must select a faculty member from the Department who will agree to act as Thesis Advisor
- Student will submit a thesis proposal to the Thesis Advisor for approval before October 15 of the senior year
- The completed thesis, once approved by the Thesis Advisor, must be submitted to a committee of three faculty by April 1 of the senior year. The committee will consist of the Thesis Advisor and two other faculty, one of whom may be from another department within the University of Denver
- During the month of April, the student and faculty committee will meet to discuss the thesis and its implications for the discipline
  - NOTE: University Honors Program requirements may be different than ours; please confirm calendar requirements with that program
  - Departmental Theses (for students who are NOT in the Honors Program) MUST be defended by the end of the 7<sup>th</sup> week of any quarter to ensure timely major approval and inclusion in the commencement program
- Students who satisfactorily complete a thesis, as determined by the faculty committee, will receive departmental distinction, which will be noted in the Commencement program and on your transcript

Students wishing further information should contact the Departmental Chairperson (Dr. Hava Gordon; Sturm Hall 427; phone: 303.871.3603; email: Hava.Gordon@du.edu).

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

## BA in Sociology

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4
SOCI 1810	4	AI Society or AI Natural	4	AI Society or AI Natural	4
Minor or Elective	4	SI Society	4	Sociology Elective	4
	16		16		16

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4
AI Society or AI Natural	4	Minor or Elective	4	SOCI 2006 or 2020	4
Minor or Elective	4	Minor or Elective	4	Minor or Elective	4
INTZ 2501 <sup>1</sup>	2	SOCI 2005 (or Sociology Elective)	4	Minor or Elective	4
	14		16		16

Total Credits: 94

## BA in Criminology

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4
SOCI 1810 or 2250	4	AI Society or AI Natural	4	SOCI 2250 or 1810	4
Minor or Elective	4	SI Society	4	AI Society or AI Natural	4
				Minor or Elective	4
	16		16		20

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4
SOCI 2005 (or Criminology Electives)	4	SOCI 2006 (or Criminology Electives)	4	SOCI 2020, 2005, or 2006	4
AI Society or AI Natural	4	Minor or Elective	4	Minor or Elective	4
Minor or Elective	4	Minor or Elective	4	Minor or Elective	4
		INTZ 2501 <sup>1</sup>	2		
	16		18		16

Total Credits: 102

<sup>1</sup> INTZ 2501 is required for any student who studies abroad, and may be taken in any quarter within the year prior to studying abroad.

### Course Descriptions (Per Subject)

#### SOCI 1810 Understanding Social Life (4 Credits)

This course is an introduction to the discipline of sociology and to the insights it provides into the human condition. This course counts toward the Scientific Inquiry: Society and Culture requirement.

#### SOCI 1988 Study Abroad Resident Credit (0-18 Credits)

#### SOCI 2005 Sociological Imagination and Inquiry--Part A (4 Credits)

This course is the first of a two-quarter sequence on sociological research methods and focuses on introducing students to the many qualitative methods used in sociological research. We explore what social research is, what the goals of such research are, and how research questions guide the selection of different methodologies. The remainder of the course focuses on qualitative data collection, including in-depth interviewing, ethnographic methods, historical comparative and content analysis methods, and other qualitative methods. Prerequisites: SOCI 1810 and sophomore standing or permission of instructor.

#### SOCI 2006 Sociological Imagination and Inquiry--Part B (4 Credits)

This course is the second of a two-quarter sequence on sociological research methods, and examines how sociological research questions can be answered using quantitative methods. Specifically, the course focuses on survey research design and statistics. Prerequisites: SOCI 2005 and sophomore standing or permission of instructor.

**SOCI 2020 Sociological Classics (4 Credits)**

Two or more classic works read and discussed in detail; emphasis on understanding particular classical work and its place in sociological tradition. Prerequisite: SOCI 1810 and sophomore standing or permission of instructor.

**SOCI 2060 Self and Society (4 Credits)**

Impact of social groups and socialization processes on formation of individual perceptions, thoughts, emotions and self-awareness; both normal and deviant formations considered. Prerequisite: SOCI 1810.

**SOCI 2120 Methods of Socio-Legal Inquiry (4 Credits)**

This course provides a broad overview of socio-legal research methods. Specifically, the course examines how qualitative and quantitative research methods are used to answer socio-legal research questions. Students participate in research in order to understand the process of designing a project, collecting data, analyzing data, and reporting findings.

**SOCI 2140 Urban Sociology (4 Credits)**

Sociological study of the city focuses on interrelationships among people, social institutions and space; process of urban development; comparison of competing theoretical perspectives. Prerequisite: SOCI 1810.

**SOCI 2160 Racism and Anti-Racism through Film (4 Credits)**

This course is an examination of the socio-historical and political evolution of racism and anti-racism through documentary film. We will trace the origins and continued significance of race, racism, and anti-racism from the pre-colonial era to the present. While our primary focus will be on the United States, we will also pay attention to race, racism and anti-racism in a global context. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2190 American Communities (4 Credits)**

Study of 'community' as a foundational concept in the discipline; consideration of the changing structural contexts of community, as well as the social-psychological aspects of community; emphasis on emerging forms of community in the contemporary U.S. Prerequisite: SOCI 1810.

**SOCI 2210 The Family (4 Credits)**

Emphasis on different kinds of families and on contemporary issues of changing gender roles, intimacy, childbearing, family breakup and reconstitution, and family's relationships with other social institutions. Cross listed with GWST 2210. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2220 Sociology of Childhood (4 Credits)**

This course explores the social meanings of childhood. In this course we will examine aspects of the symbolic meanings of childhood as well as the experiences of being a child. The commercialization of childhood through marketing to children, contradictory messages about children as innocent or problematic, the experience of gender socialization for children, and the expectations of creating perfect children will be explored in detail. Cross listed with GWST 2220. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2240 Sociology of Health (4 Credits)**

This course explores questions of how individuals experience health and illness, how they interact with institutions and providers, and how these experiences are filtered through social structures that lead to inequality. Using a sociological perspective, we analyze how individuals' experiences of health and illness, medical institutions, and work in the health professions are influenced by racial/ethnic background, gender, social class, sexual identity, and age. We analyze these concepts by looking at who gets to define health and illness as well as how medical decisions are made, including who has the right to make decisions, what are the limits on the kinds of decisions that can be made, and how are decisions enforced and challenged by law. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2250 Criminology (4 Credits)**

Social meaning of criminal behavior; relationship between crime and society in particular, how production and distribution of economic, political and cultural resources shape construction of law, order and crime; different types of crime, criminals and victims, and efforts to understand and control them. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**SOCI 2255 Juvenile Delinquency (4 Credits)**

Introduction to sociological study of delinquency in American society; history of juvenile delinquency, the creation of delinquent misconduct as a social and legal category, and current state of delinquent behavior. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2260 Deviance and Society (4 Credits)**

Examines some behaviors often called deviant, such as mental illness, substance abuse, governmental crime and unconventional lifestyles, and asks what groups call them deviant, why and how behavior affects community. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2270 Sociology of Religion (4 Credits)**

Sociological investigation of religion; how religion has influenced society, politics, gender equality; how society has influenced religion; why people participate in religion. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2320 Race and Ethnic Relations (4 Credits)**

Relationship of racial and ethnic minority groups to systems of social stratification; emphasis on United States. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2350 Comedy and Society (4 Credits)**

This course explores humor and comedy from a sociological perspective. We will examine humor and comedy as a means of social and cultural critique and as social and cultural reproduction. Specifically, we will pay close attention to the intersections of humor and comedy as it relates to questions of race, class, gender and power. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2370 Micropolitics of Race (4 Credits)**

This class explores racialized experiences and controversies that affect daily life in the United States. We use insights from sociology to analyze racial identity and public behavior. For example, why do many people of color often “code-switch” as they move from interacting with family and friends and into their workplace? Why are some Black people accustomed to giving “the nod” to other Black people they encounter in majority-white spaces? Why are many native-born Asian-Americans told that they “speak really good English” (what sociologists would call a microaggression)? We also explore controversies, including interracial dating, gentrification, “transracial” individuals, and Elizabeth Warren’s Native American identity claims. We will situate our analyses of the everyday politics of race within institutional and structural racism. Prerequisite: SOCI 1810.

**SOCI 2420 Social Inequality (4 Credits)**

Dimensions of social class and its effect on economic, political and social institutions as well as style of life. Cross listed with GWST 2420. Prerequisite: SOCI 1810 and sophomore standing or permission of instructor.

**SOCI 2500 Schooling and Society (4 Credits)**

The objective of this course is to examine the relationship between schooling and the larger social inequalities (e.g., racism, poverty, and gender) that profoundly shape education. The major focus in this seminar will be on U.S. K-12 public education. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2540 Current Social Problems (4 Credits)**

We often think about social problems in our social worlds. However, rarely do we consider how certain situations come to be defined as problems and why some “problems” remain a focal point of public attention while others fade, even when the circumstances around that issue have not improved. In this course, we look at these very issues. Using current social problems, we explore how a social phenomenon comes to be seen as a social problem, what is at stake in this process, and how these dynamics matter in terms of thinking about inequality. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**SOCI 2565 Men and Masculinities (4 Credits)**

Many of us believe that anatomy is what determines our behavior and that our bodies dictate our social and psychological temperament. Looking specifically at men and masculinities, this course tests that general notion, investigates the various ways male behavior is gendered and critically explores the meanings of masculinity in contemporary institutions. Throughout the course, we look at the multidimensional and multicultural ways masculinity is produced, constructed, enacted, and resisted; how masculinities structure power and resources; and how masculinities benefit, regulate, and hurt men's lives. Cross listed with GWST 2565. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2611 Research Practicum (1-4 Credits)**

Research process of hypothesis formation, data collection, data analysis and interpretation of results through collaboration with ongoing faculty research or through developing a guided individual research project. Prerequisites: SOCI 1810 and junior or senior standing.

**SOCI 2612 Research Practicum (1-4 Credits)**



Research process of hypothesis formation, data collection, data analysis and interpretation of results through collaboration with ongoing faculty research or through developing a guided individual research project. Prerequisites: SOCI 1810 and junior or senior standing.

**SOCI 2613 Research Practicum (1-4 Credits)**

Research process of hypothesis formation, data collection, data analysis and interpretation of results through collaboration with ongoing faculty research or through developing a guided individual research project. Prerequisites: SOCI 1810 and junior or senior standing.

**SOCI 2620 Crime over Time (4 Credits)**

This course examines the long-term decline of human violence across thousands of years, including: the extent of the decline, the causes of the decline, and the reasons why most people find it hard to believe that human violence has indeed declined precipitously. Prerequisite: SOCI 1810.

**SOCI 2622 Deportation Nation (4 Credits)**

This service-learning course examines the nexus of the criminal justice and immigration—or, crimmigration—system. Through a scholarly analysis situated of the historical, social, and political processes that have informed contemporary immigration law and policy, the course focuses on the shift to enhanced enforcement, detention, and mass deportation. Prerequisite: SOCI 1810.

**SOCI 2624 Labor and the Contemporary Prison System (4 Credits)**

Sociology is the “study of society” that examines and questions patterns of social behavior. Criminology is the study of crime, its changing definitions, its causes, and responses to it. In this course, we will explore sociological and criminological concepts and theories central to understanding labor in, at, around, and tied to the contemporary prison. We will move beyond common-sense understandings of these topics. The goal is for you to learn to critically evaluate the institution of penal labor, the work of prisoners and other individuals in and surrounding the prison, the impacts of penal labor on the economy, and challenges that different groups encounter in the face of these phenomena. Throughout the session, you will learn to use sociological and criminological “tools” to evaluate these elements of the social world to gain a better understanding of your life and the lives of those around you. Prerequisite: SOCI 1810.

**SOCI 2626 Sociology of Popular Culture (4 Credits)**

Sociology is the “study of society” that examines and questions patterns of social behavior. In this course, we will focus on one prominent aspect of social life: popular culture. You will explore theories and concepts central to the sociological study of popular culture in an effort to move beyond a common-sense understanding of ubiquitous cultural objects and their producers. The goal is for you to more critically evaluate and appreciate pop culture in regard to its production, consumption, meanings, and use. Throughout the quarter, we will discuss music, television, film, literature, comic books, sports, art, fashion, and other pop culture topics. You will learn to use sociological theory and concepts to evaluate these elements of the social world in order to gain a better understanding of your life and the lives of those around you. Prerequisite: SOCI 1810.

**SOCI 2628 Mass Incarceration (4 Credits)**

This course is designed for upper-level students interested in social policy, politics, inequality and law. It explores the “carceral state” or the institutions and policies that create a system of criminalization and punishment in the United States. Within the carceral state, the focus of the course is on the history and policies in the United States that led to the highest per capita incarceration rate in the world. The course examines and moves beyond various common explanations for mass incarceration, including crime, politics, public opinion, racism and the “prison industrial complex.” We then explore specific policies and practices that created and sustain high levels of incarceration, including sentencing, prison programming, and prosecutorial discretion, and the ways that these factors are deeply intertwined with America's history of race and inequality. We will study mass incarceration's complexity by exploring variation in punishment across federal, state and local levels. Finally, the course addresses recent attempts at reform, including policies around re-entry, drug courts and prison conditions. Prerequisite: SOCI 1810.

**SOCI 2650 Sociology of Immigration (4 Credits)**

This course applies a sociological approach to the study of international migration. Students examine early and contemporary waves of migration to the U.S.; theories of migration; processes of settlement and incorporation; the construction of immigration and citizenship; and institutional responses to immigration across and within immigrant groups. The course also examines variation in immigrant experiences along the lines of race/ethnicity, gender, and sexual and age identities. The course culminates in an examination of the impact of migration on the U.S. and on immigrants' sending communities. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2655 Latina/os in American Society (4 Credits)**

Latinas and Latinos constitute one of the largest and fastest growing ethnic groups in the United States. This course uses a sociological lens to understand Latina/os' experiences in the U.S. Specifically, we address Latinas' and Latinos' historical experiences and migration trajectories; assimilation, incorporation and racial/ethnic identity formation; the family, schools and labor markets; and political participation. In so doing, we discuss and challenge stereotypes about Latina/os, present alternative perspectives about Latina/o experiences in the U.S. and most importantly, understand their contributions to their families, their communities, and to the nation as a whole. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2701 Topics in Sociology (4 Credits)**

Topics vary. Recent topics have included urban poverty, ethics, women and crime, and school and workplace violence. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2710 Crime and Inequality (4 Credits)**

This course conducts a systematic investigation of the nature of inequality as it is related to crime and criminal justice in America. Racial, gender and class disparities are explored at critical stages of the criminal justice process, including crime commission, law-making, policing, court actions, and sentencing. This course considers the effects of inequality - particularly on system functions, employment opportunities, family stability and offenders' communities. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2715 Violence in Society (4 Credits)**

This course surveys how social scientists examine and understand violence in society. The first section of the course examines historical trends in violence over the past 500 years. We will then examine patterns of criminal violence in American society along with modern criminological theories. The final section of the course examines how sociological theories can help us understand newer forms of violence like genocide, terrorism, and state repression of movements. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2719 Social Movements (4 Credits)**

Studies in range of perspectives and research issues pertinent to understanding of social movements (groups operating without clear-cut direction from established social structure and culture). Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2720 Guns and Society (4 Credits)**

Guns are a fact of life in the United States; there are more guns in the US civilian stockpile than any other nation. In this course, we will take a step back from the partisan debates and assess both the history of guns and gun policy in the United States as well as the current state of knowledge around firearms in society. During the course of this class we will explore how science, politics, and culture converge to make guns a controversial topic in the US and what it means for society and policy. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2722 Criminal Justice Reform in the U.S. (4 Credits)**

Events in 2020 have left many people wondering why our criminal justice system looks as it does today and asking what we can do to make it better. Despite the wave of political and cultural support for reform, little has changed. Why? The answers lie in the complicated historical processes that created the loose network of institutions that we refer to as "the criminal justice system," and in the contemporary socioeconomic and political structures that sustain these institutions. To better understand the contemporary state of reform, we will study the forces that gave rise to them, including race's central role in the politics of criminal justice, and the complexities of American federalism. We will research contemporary reform efforts targeting policing, mass incarceration, prosecutorial discretion, and other issues. Prerequisite: SOCI 1810.

#### **SOCI 2724 Law and Social Control (4 Credits)**

Why do people obey the law even when doing so is not to their benefit? How do legal systems mobilize the threat of punishment to compel obedience? How do legal issues and institutions reflect deeper forces rooted in social life? This course explores these questions and examines how socio-legal and sociology of punishment scholarship help explain contemporary and historical developments in law and social control. We emphasize law's role in establishing and maintaining particular forms of social order, and explore how this becomes manifest in modern institutions, especially criminal justice systems. Prerequisite: SOCI 1810.

#### **SOCI 2726 Hate Crimes and Hate Groups (4 Credits)**

This course will examine how hate crimes and hate groups in the United States have been studied by social scientists and how their findings can inform the public good. Over the quarter this course will explore how hate crimes are defined relative to other forms of bias and crime, how the criminal justice system addresses hate crime and bias, how social movement mobilization influences hate crime trends, and how hate groups influence bias and hate incidents in the United States. The course will begin by asking how we all view hate in the United States, Colorado, and Denver as lay people. Then we will explore the political determinants and forces as play in how hate crime laws came to fruition and their argued effects. Next we will explore trends and patterns in hate crime victimization and offending. Next we will explore research on hate group ideologies, formation, and relations to hate crime offending. Finally, we will conclude with broader look at how hate relates to long term trends in violence and the state and what seems to be the next best steps for addressing hate in the United States. Prerequisite: SOCI 1810.

#### **SOCI 2730 Gender in Society (4 Credits)**

How the biological fact of sex is transformed into socially created gender roles. How individuals learn they are male and female, and how their behaviors are learned. A look at gender distinctions built into language, education, mass media, religion, law, health systems and the workplace. Cross listed with GWST 2730. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2735 Technology & Society: Identity, Interaction, & Control (4 Credits)**

This course applies a sociological and criminological approach to the study of technology. We will explore the ways that technological developments alter how people experience self-identity and social interaction. We will also consider the impact of contemporary technological developments on violence and social control. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2737 The Sociology of Denial and Acknowledgment (4 Credits)**

Humans are adept at downplaying, excusing, and outright ignoring uncomfortable truths. In our everyday encounters, we overlook our stumbles, mistakes, and blemishes to avoid embarrassing each other. In this way, denial allows us to maintain smooth social interactions, even in the face of disturbances. At the same time, denial permits us to live with extreme forms of inequality, deep and abiding social problems, and violations of others' rights. Many of us rationalize inaction in the face of others' suffering or overlook the bad decisions – and crimes too – of our political allies. In this class, we will investigate denial and its functions. We will also examine the efforts people make to overcome collective denial through interventions, acknowledgment, and memorialization. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2741 Work and Occupations (4 Credits)**

How individuals fit into, are influenced by and in turn influence business institutions; changes in structure and meaning of workplace; different types of business and work relationships, forms of work, business roles and organizational structures; how business institutions affect society as a whole. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2750 Sociology of Law (4 Credits)**

Overview of theory and research about relationship between law and society; legal rules, roles, organizations and inter-institutional relations; activities of legal profession, courts, juries, legislatures and regulatory agencies. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2751 Masculinities and Sexualities (4 Credits)**

This course takes an interdisciplinary approach to explore the intersections of masculinities and sexualities in our culture. Through scholarly works in the studies of media, gender, sexualities, sociology, anthropology, and history, we will examine personal narratives, art, film, media, and literature to uncover power and inequality as they are complicated by a hierarchy of multiple masculine and sexual identities. Beyond gender and sexuality, we will also consider the significance of race, class, and disabilities as they also impact the lived experiences of people who claim masculine and sexual identities. This course will employ a variety of methods for uncovering what it means to be masculine and a sexual person in our contemporary culture. Prerequisite: SOCI 1810.

**SOCI 2752 Youth in Society (4 Credits)**

Although commonly understood to be a natural and universal phase in the life course, many scholars argue that “youth” is socially constructed. The goal of this course is to examine how young people in the United States are both “constructed” as a distinct social group by institutions such as media, schooling, criminal justice, and work, and how youth in turn construct their own social worlds and even spark social change. This is a hands-on exploratory course about youth cultures, youth issues, generational differences, and age as an axis of inequality. This means that in addition to reading about historic and contemporary youth, students will get a chance to explore a youth issue, controversy, or subculture in real time by reviewing relevant sociological research and collecting original data. Prerequisite: SOCI 1810.

**SOCI 2753 Immigration and the Law (4 Credits)**

International migration to the US and the political and legal questions it raises are seemingly omnipresent and ever controversial. This class will seek to make sense of immigration law with a focus on the contemporary era. We will focus on the construction of illegality of immigrants, and the “criminalization” of immigration law. What explains such trends? How have they played out amongst the public and policymakers, in the courts, and in the federal bureaucracy? How have states and local governments acted? What are the consequences for immigrants, their families, and communities when some must live in states of uncertain legality? Finally, how do immigrants and their allies resist these broader trends? By examining causes and consequences of US immigration law in the contemporary era, students will be able to make sense of an ever-controversial topic. Prerequisite: SOCI 1810.

**SOCI 2756 Environmental Justice (4 Credits)**

This course starts from the premise that all people have a right to live in a clean environment and access resources to sustain health and livelihood. We will examine issues at the intersection of environmental change and environmental justice (EJ). EJ issues revolve around the race-, class-, and equity-based implications of environmental problems. This course presents research on environmental quality and health, enforcement of regulations, access to resources, response to urban industrial problems, and the broader political economy of decision-making around environmental issues. The course will also explore and critically analyze the philosophies, frameworks, and strategies underlying environmental justice movements and struggles of African American, Latinx, Asian American, and Indigenous communities. We will ask and seek to answer questions such as: How and why are environmental problems experienced differently according to race, gender, and class? How do different communities experience and respond to environmental problems? Why does it matter that there is unequal exposure to environmental risks and benefits? What does the study of environmental risks tell us about racism, classism, and sexism in our nation and world today? What is environmental privilege and why does it matter? Prerequisite: SOCI 1810.

**SOCI 2757 State Violence (4 Credits)**

This course applies a socio-legal approach to the study of state violence. We will explore the ways that social institutions, culture, and law shape states' uses of violence both internationally and domestically. We will also examine the socio-legal foundations of efforts to control and collectively respond to state violence. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2758 Criminology from a Radical Perspective (4 Credits)**

In this course we will analyze several topics in criminology using a radical perspective. Radical criminology understands crime and criminal behavior from structural, anti-statist, and anti-capitalist perspectives. It asks questions like, "how does the distribution of political and economic power in capitalist society result in some harmful acts – typically those committed by the poor – being defined and treated as serious crime, while other equally harmful acts – typically those committed by people in positions of power – are often either not defined as criminal, or treated as minor technical offenses?" And, "how do "street crimes" result from the distortions of human lives that arise from oppressive and alienating experiences?" We will go over the development of radical criminological thought, criminology of resistance, Marxist methods, the role of state and law, radical perspectives on policing, courts, punishment, and corrections, as well as the future of the field. Prerequisite: SOCI 1810.

**SOCI 2759 Space, Crime and Criminal Justice (4 Credits)**

By reading socio-spatial theory, studying recent literature on crime, space, and place, and using Geographic Information Systems (GIS) software, students will gain experience in making maps, obtaining data, uncovering spatial patterns to inform public policy, and conceptualizing space and place. Space and place are dynamic social forces. The spatial aspects of where we live and how we interact can influence the way we experience the social and physical world. Thus, it is important to consider how crime is distributed within and across neighborhoods, communities, cities, states, etc. as well as how the criminal justice system relates to space and place. Throughout the course we will utilize theory and research from critical criminology and critical human geography to better understand how space, place, and crime intersect with inequality. We will also use computer applications – QGIS and GeoDa – to uncover socio-spatial patterns of crime and criminal justice processes. The demand for individuals with basic skills in GIS and spatial analysis has grown throughout a variety of industries and fields. This course is designed to introduce GIS and spatial analysis while providing a basic understanding of spatial methods and help students realize the increased opportunities in the labor market or when applying to graduate school. Prerequisite: SOCI 1810.

**SOCI 2760 Discipline and Punishment (4 Credits)**

Institutional mechanisms for imposing discipline and for punishing wayward individuals and groups; contradictory social objectives of punishment and corrections; organizational settings for administering punishment and identifying predominant institutional routines in coercive environments. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2762 Work, Law and Inequality (4 Credits)**

Work is a central institution of modern societies. Much of our adult lives revolve around paid employment: finding it, keeping it, and deciding whether and when to change it up. Whether jobs are plentiful or scarce, highly paid or undervalued, safe or dangerous, are not just market questions, but legal and political ones. In this course, we will examine the relationship between work and the law in recent U.S. history, focusing on the transition from a legal regime that provided for well-paying and secure jobs to one in which precarity reigns, illegal conditions have become endemic in many industries, and a significant number of jobs in the so-called "platform" economy exist beyond the reach of workplace laws. Prerequisite: SOCI 1810.

**SOCI 2765 The Female Offender (4 Credits)**

Female offenders are one of the fastest growing segments in both the juvenile and adult justice systems. This course introduces students to debates and issues surrounding girls, women, and crime; explores different theoretical perspectives of gender and crime; and examines the impact of gender on the construction and treatment of female offenders by the justice system. In addition, this course specifically looks at girls' and women's pathways to offending and incarcerations; understanding girls' violence in the inner city; exploring the reality of prison life for women, with a particular focus on the gender-sensitive programming for incarcerated mothers; and ending with an examination of how capital punishment has affected women offenders historically and contemporarily. Cross listed with GWST 2765. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2770 Kids and Courts (4 Credits)**

This course examines how American society has responded to the problem of at-risk and delinquent youth in the twentieth and twenty-first centuries. The primary focus will be on the juvenile court's and the encompassing juvenile justice system's efforts to address this problem. The court's and the system's ameliorative attempts to help at-risk children/adolescents as well as their more punitive policies directed at serious and violent young offenders will be investigated. Differences in juvenile court policies and practices over time and across jurisdictions (both in the United States and in other countries) will be considered. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2775 Wrongful Conviction (4 Credits)**

The criminal justice system was once considered infallible—innocent people did not end up in prison. But DNA evidence has revealed that innocents are incarcerated and perhaps even executed. This course focuses on the prevalence of wrongful conviction; the harms caused by wrongful conviction;

the causes of wrongful conviction; strategies for reducing wrongful conviction; and the prospect of compensating the wrongfully convicted. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2780 Women and the Law (4 Credits)**

This course explores the relationship between women and the law, looking at the way the categories of sex and gender have been produced and re-produced through law. Through a look at case law and sociological research, students will examine women as bodies, workers and family members. This course also explores the development and current status of American law in the areas of women's constitutional equality, pay equity and equal opportunity, women's access to education, women in the workplace and violence against women. Cross listed with GWST 2780. Prerequisite: SOCI 1810 or permission of the instructor.

#### **SOCI 2785 Family and the Law (4 Credits)**

The government is actively involved in deciding who gets to be a family and what families should look like. The state and its laws are involved in shaping family life, making decisions for family members, and mediating familial conflict. This course looks at the appropriate role of the state in family life by examining state legislation and court decisions and social research on a variety of topics. Cross listed with GWST 2785. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2790 Policing Society (4 Credits)**

Emergence and development of police organizations and tactics; factors that influence policing styles and objectives; historical precedents; policing the street; policing the board room; policing the world; and policing everyday life. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2795 Capital Punishment (4 Credits)**

This course examines three main topics: the history of capital punishment (facts and trends, public opinion, legislation, and landmark Supreme Court cases); arguments often made for abolition (arbitrariness, cost, and innocence); and arguments often made for retention (deterrence, incapacitation, and retribution). Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2800 Sociology of Sport (4 Credits)**

Locating contemporary sport within context of history of work and leisure to explore sociological forces that have shaped the way we work and play; emphasis on how sport fits into the American culture; aspects such as race, gender, class, intercollegiate athletics, socialization, professionalization, economics, politics and social change. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2820 Drugs and Society (4 Credits)**

Relationship between drug use, drug control and social contexts; various sociological themes relating to use and control of drugs in American society. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2825 Sexualities and the Law (4 Credits)**

This course provides an overall conceptual and applied understanding of sexualities (sexual identities, relationships, behavior, and choices), law, and punishment in the United States. All of the following areas will be examined: sexual minorities' rights (with a focus on marriage equality) and relationships; reproductive regulation; sex industry; pornography; and responses to sex offenses (with a focus on responses to college sexual assault). Students in this course will identify the ways legislation and the courts define and regulate sexualities in society. Prerequisite: SOCI 1810.

#### **SOCI 2830 White-Collar Crime (4 Credits)**

Organization and control of white-collar crime, including fraud, corruption, price fixing, embezzlement, regulatory violations and other crimes committed by high-status individuals for and against organizations. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2835 Victimology (4 Credits)**

This course provides an overview of various aspects of crime victimization, including theories, policies, and practices relevant to victims of crime and the history of the crime victims' movement. It will also focus on the impact of victimization, legal rights for crime victims, system responses to victims of crime, and the interaction of victims with the American legal system. Selected current and emerging issues and programs in the victim services field will be explored, including analysis and discussion of alternative methods of justice. Prerequisite: SOCI 1810.

#### **SOCI 2850 Sociology of Poverty (4 Credits)**

Causes, incidence and consequences of poverty; the various "pockets" of poverty: aged, urban, ethnic minorities, women; exploration of poverty in the U.S. and cross-culturally. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2855 Crime and the Media (4 Credits)**

This course explores the complex relationship between crime and the media. We use sociological and cultural theories to examine how crime, criminals, and the criminal justice system are portrayed in print and visual media outlets. We explore the media's role in shaping crime control and

other public policies. We investigate the influence of offender and victim characteristics (e.g., race, gender, class, celebrity status) on how crime is presented. We also "turn the tables" to learn about how media itself may influence patterns of criminal offending (think violent video games). The overarching goal of this class is to teach students to watch/read crime media with an educated, critical eye. Prerequisite: SOCI 1810 or permission of instructor.

#### **SOCI 2860 Conflict and the Law (4 Credits)**

This course focuses on Sociologist Donald Black's theoretical models to examine: the cause of human conflict; the conditions that lead disputants to turn to the legal system to handle conflict; and the impact of the disputants' social characteristics on the outcome of the case.

#### **SOCI 2988 Study Abroad Resident Credit (0-18 Credits)**

#### **SOCI 3701 Topics in Sociology (4 Credits)**

Topics vary. Recent topics have included criminal justice policy; qualitative methods and data analysis; environmental governance; advanced ethnographic methods; community values. Prerequisites: junior or senior standing and permission of instructor.

#### **SOCI 3981 Internship (1-4 Credits)**

Opportunity to gain valuable work experience, explore various career options, develop job competencies and apply theoretical knowledge to practical concerns of the world. Must have junior or senior standing, be sociology or criminology major or minor, have a cumulative GPA of 3.0, and have taken at least three sociology- and/or criminology-related courses beyond SOCI 1810.

#### **SOCI 3982 Internship (1-4 Credits)**

Opportunity to gain valuable work experience, explore various career options, develop job competencies and apply theoretical knowledge to practical concerns of the world. Must have junior or senior standing, be sociology or criminology major or minor, have a cumulative GPA or 3.0, and have taken at least three sociology- and/or criminology-related courses beyond SOCI 1810.

#### **SOCI 3985 Thesis Research Seminar (2 Credits)**

This course is designed to provide support and structure for students working on their senior thesis. The course presumes that students have completed a methods sequence, have chosen a thesis topic, and have a plan for how they will develop their thesis. Prerequisites: SOCI 2005 and SOCI 2006; permission of the instructor.

#### **SOCI 3986 Thesis Writing Seminar (2 Credits)**

This course is designed to provide continued support and structure for students working on their senior thesis. The class helps students with the structure of writing and defending their thesis. The course presumes that students have begun their projects, are significantly or nearly finished with data collection and organization, and are ready for analysis and writing. Prerequisites: SOCI 2005, SOCI 2006 and SOCI 3985; permission of the instructor.

#### **SOCI 3988 Study Abroad Resident Credit (0-18 Credits)**

#### **SOCI 3991 Independent Study (1-8 Credits)**

#### **SOCI 3998 Criminology Assessment (0 Credits)**

This course involves a required assessment of graduating sociology and criminology majors' knowledge of the discipline based on courses taken. Prerequisites: SOCI 1810, SOCI 2005, SOCI 2006, SOCI 2020, and SOCI 2250; permission of instructor.

#### **SOCI 3999 Sociology Assessment (0 Credits)**

This course involves a required assessment of graduating sociology and criminology majors' knowledge of the discipline based on courses taken. Prerequisites: SOCI 1810, SOCI 2005, SOCI 2006, SOCI 2020, and SOCI 2420; permission of instructor.

## **Spanish Language, Literary, and Cultural Studies**

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The Department of Spanish Language, Literary, and Cultural Studies recognizes Spanish both as a local language with a long and rich history in the United States and as a global language spoken by millions of people around the world. The department promotes the critical study of—and



active engagement with—the diverse range of linguistic, literary, social, political, and cultural experiences associated with these local and global communities.

The faculty of the department includes specialists in literature, linguistics, and pedagogy. In addition to developing language proficiency, the program provides students with critical tools and interdisciplinary perspectives on key topics in the intellectual and cultural history of the Spanish-speaking world. While Spanish language courses focus on advancing and refining students' written and oral communication skills, the upper-division program is multidisciplinary, comparative and transnational in scope, integrating such critical frameworks as human rights, racial and ethnic identity, and gender and social change. Our upper-division courses focus on literature, travel writing, film studies and creative writing, among others. Students can choose to emphasize one or more areas of study: Latin America, Spain or Latinx studies. Program graduates have found satisfying careers in education, public relations, social work, government service, international business, law, medicine and other fields.

## Program for Heritage/Bilingual Speakers

The Spanish Program for Heritage/Bilingual Learners, founded in 2018 under the direction of Dr. Lina Rednicek-Parrado, generates curriculum to meet the educational and linguistic needs of our changing student population. It is designed specifically for heritage or bilingual speakers of Spanish, or students who have a personal, familial or community connection to the Spanish language. It prepares students for culture and upper-level courses and helps them develop the literacy skills needed to use Spanish in formal/professional settings.

Students who speak Spanish at home with parents, siblings or extended family members, and have personal ties to a Spanish-speaking community, should complete the Spanish Heritage Language Assessment (<https://canvas.du.edu/enroll/MGJTJ6/>) before enrolling in Spanish for Heritage Speakers courses. Students who have significant experience studying abroad or have completed part of their education in a Spanish-speaking country, should contact Dr. Lina Reznicek-Parrado at [Lina.Reznicek-Parrado@du.edu](mailto:Lina.Reznicek-Parrado@du.edu).

## Study Abroad Opportunities

The Department of Spanish Language, Literary, and Cultural Studies runs a DU-faculty led summer program in Santander, Spain, in conjunction with the Universidad Internacional Menéndez Pelayo (UIMP). Due to the pandemic, this program is temporarily unavailable. For more information, please contact us.

Our students benefit from partnerships with universities around the world and can take advantage of DU's Cherrington Global Scholars (<https://www.du.edu/abroad/costs/cherrington.html>) program, which allows eligible students to study abroad at a cost comparable to that of a term at DU.

## Major

### Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

44 credits of approved courses for the major.

Code	Title	Credits
<b>Required courses include:</b>		
Select one from the following		4
SPAN 2100	Conversation and Composition	
Or if you are a heritage/bilingual speaker:		
SPAN 2200	Spanish for Heritage/Bilingual Speakers I <sup>1</sup>	
or SPAN 2250	Spanish for Heritage Speakers II	
SPAN 2300	Iberian Culture & Civilization	4
SPAN 2350	Latin American Culture and Societies	4
SPAN 2400	Latino Cultures in the United States	4
SPAN 3990	Senior Seminar <sup>1</sup>	4
Students must complete an additional 12 credits in 3000-level courses		12
<b>Electives</b>		
Remaining credits must be SPAN courses above 2001. A maximum of 4 credits of English-language coursework may be counted toward the major from courses in the SPAN 28xx series.		12
<b>Total Credits</b>		<b>44</b>

<sup>1</sup> Heritage speakers are strongly encouraged to take both of the heritage courses.

<sup>2</sup> SPAN 3990 must be taken at DU and a student must have senior standing and have taken a minimum of 12 credits at the 3000 level prior to enrolling in this course.

## Secondary Major

### Secondary Major Requirements

44 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

A minimum of 24 credits required for the minor.

Code	Title	Credits
<b>Required courses include:</b>		
Select one from the following		4
SPAN 2100	Conversation and Composition	
Or if you are a heritage/bilingual speaker:		
SPAN 2200	Spanish for Heritage/Bilingual Speakers I <sup>1</sup>	
or SPAN 2250	Spanish for Heritage Speakers II	
SPAN 2300	Iberian Culture & Civilization	4
SPAN 2350	Latin American Culture and Societies	4
SPAN 2400	Latino Cultures in the United States	4
Students must complete a minimum of 4 credits at the 3000-level		4
<b>Electives</b>		
Remaining credits must be SPAN courses above 2001.		4
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> Heritage speakers are strongly encouraged to take both of the heritage courses

### Requirements For Distinction in the Major in Spanish

- Minimum 3.3 cumulative GPA
- Minimum 3.6 major GPA
- Completion of a thesis

The three sample course plans presented below outline schedules students could follow based on their placement in an initial Spanish course or background as a heritage speaker. Please note that students may begin studies for the Spanish major at a variety of different points in our course sequence, depending on placement test results. For questions about individualized course plans, we encourage students to consult with advisors from the Department of Spanish Language, Literature & Cultural Studies.

### For a Student Who Has Not Studied Spanish Before, or Places into SPAN 1001 Beginning Spanish

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
SI Society or AI Society	4	AI Natural or AI Society	4	AI Society <sup>1</sup>	4
SPAN 1001	4	SPAN 1002	4	SPAN 1003	4
Elective	4	SI Society	4	Major or elective	4
		<b>16</b>			<b>16</b>
<b>Second Year</b>					
Fall	Credits	Winter	Credits	Spring	Credits
SI Natural sequence	4	SI Natural sequence	4	SI Natural sequence	4
Major or elective	4	SI Society or AI Natural	4	Major or elective	4
SPAN 2001	4	SPAN 2002	4	SPAN 2003	4
Minor or elective	4	Minor or elective	4	Minor or elective	4
INTZ 2501	2				
		<b>18</b>			<b>16</b>

Total Credits: 98

### For a Student Placing into SPAN 2001 Intermediate Spanish

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
AI Society or SI Society		4 AI Society or AI Natural		4 AI Society <sup>1</sup>	4
SPAN 2001		4 SPAN 2002		4 SPAN 2003	4
AI Society		4 Minor or elective		4 Minor or elective	4
		<b>16</b>		<b>16</b>	<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
SI Natural sequence		4 SI Natural sequence		4 SI Natural sequence	4
Major or Elective		4 SI Society		4 Major or Elective	4
SPAN 2100		4 SPAN 2300, 2350, or 2400		4 SPAN 2300, 2350, or 2400	4
Minor or elective		4 Major or elective		4 Minor or elective	4
INTZ 2501		2			
		<b>18</b>		<b>16</b>	<b>16</b>

**Total Credits: 98**

## For a Heritage Student of Spanish

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111		4 WRIT 1122		4 WRIT 1133	4
AI Natural		4 AI Society or AI Natural		4 AI Society	4
SPAN 2200		4 SPAN 2250		4 SPAN 2300, 2350, or 2400	4
Major or Elective		4 SI Society or AI Natural		4 Major or elective	4
		<b>16</b>		<b>16</b>	<b>16</b>
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
SI Natural sequence		4 SI Natural sequence		4 SI Natural sequence	4
Major or elective		4 SI Society		4 Major or elective	4
SPAN 2300, 2350, or 2400		4 SPAN 2300, 2350, or 2400		4 SPAN 3000-level course	4
Minor or elective		4 Minor or elective		4 Minor or elective	4
INTZ 2501		2			
		<b>18</b>		<b>16</b>	<b>16</b>

**Total Credits: 98**

<sup>1</sup> One of the required Analytical Inquiry: Society & Culture courses may be fulfilled by a Spanish Language, Literature & Cultural Studies course. Please contact your advisor.

### SPAN 1001 Beginning Spanish (4 Credits)

The Beginning Spanish sequence aims to provide practical language skills for meaningful communication in real situations, with the goal of connecting with the diverse Spanish-speaking populations around the world and in the US. Three quarter sequence. Span 1001 is designed for students with no previous Spanish experience. Students with more than 2 years of high school Spanish or who grew up in a Spanish-speaking environment must take the placement exam and enroll in a higher-level course.

### SPAN 1002 Beginning Spanish (4 Credits)

The Beginning Spanish sequence aims to provide practical language skills for meaningful communication in real situations, with the goal of connecting with the diverse Spanish-speaking populations around the world and in the US. Three quarter sequence. Prerequisite: SPAN 1001 or equivalent.

### SPAN 1003 Beginning Spanish (4 Credits)

The Beginning Spanish sequence aims to provide practical language skills for meaningful communication in real situations, with the goal of connecting with the diverse Spanish-speaking populations around the world and in the US. Three quarter sequence. Prerequisite: SPAN 1002 or equivalent.

### SPAN 1988 Study Abroad Resident Credit (0-18 Credits)

### SPAN 2001 Intermediate Spanish (4 Credits)

Grammatical structures, close rapid conversation, reading of cultural and literary materials. Prerequisite: SPAN 1003 or equivalent. Three quarter sequence.

**SPAN 2002 Intermediate Spanish (4 Credits)**

Grammatical structures, close rapid conversation, reading of cultural and literary materials. Prerequisite: SPAN 2001 or equivalent. Three quarter sequence.

**SPAN 2003 Intermediate Spanish (4 Credits)**

Grammatical structures, close rapid conversation, reading of cultural and literary materials. Prerequisite: SPAN 2002 or equivalent. Three quarter sequence.

**SPAN 2050 Form, Meaning and Communication in Spanish (4 Credits)**

This course is an overview of advanced Spanish grammatical structures necessary for creating meaning and communication through a cultural, political and social framework. As such, it emphasizes that the Spanish language has a variable grammatical system that changes across its communities and according to contexts of use. This course offers extensive oral and written practice to improve students' standard grammatical accuracy as well as an overall understanding of the structure of the language. This course provides the metalinguistic knowledge necessary for students to successfully communicate in Spanish both in oral and written form and prepare for upper-level courses, while validating and honoring the rich linguistic differences that characterize the Spanish-speaking world.

**SPAN 2100 Conversation and Composition (4 Credits)**

Targeted practice in topics related to written and oral development in Spanish. Subject areas may include: literacy and cultural readings, contemporary politics, films, podcasts, music, and contemporary music articles. Prerequisite: SPAN 2003 or equivalent.

**SPAN 2200 Spanish for Heritage/Bilingual Speakers I (4 Credits)**

Development of the linguistic, literacy and academic language skills of bilingual/heritage speakers of Spanish for preparation to advanced courses and professional settings. Overview of topics relevant to Spanish-speaking communities in the United States. This section is for bilingual/heritage speakers of Spanish only.

**SPAN 2250 Spanish for Heritage Speakers II (4 Credits)**

Second course of the 2-course sequence for heritage speakers. Continuation of the development of linguistic, literacy and academic language skills of bilingual/heritage speakers of Spanish for preparation to advanced courses and professional settings. This section is for heritage speakers of Spanish only.

**SPAN 2300 Iberian Culture & Civilization (4 Credits)**

Intensive study of culture of Spain; manifestations of culture found in history, art, architecture, music, literature, and politics of early and modern Spain. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.

**SPAN 2350 Latin American Culture and Societies (4 Credits)**

An introductory and interdisciplinary course on the political, historical, and cultural dynamics that have shaped Latin America, the Caribbean and U.S. Latinos. An examination of the political and intellectual movements and economic forces embedded in relations of power from pre-Colombian civilizations, colonialism, independence, nation building, and imperialism to the struggle for democracy. Analysis of diverse cultural practices such as literature, music, film, and visual art within a national and transnational context. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.

**SPAN 2400 Latino Cultures in the United States (4 Credits)**

Interdisciplinary study of Latino contemporary issues in the United States incorporating aspects of the distinct socio-historical, political, economic, and cultural dynamics that have contributed to the shaping, development and increasing prominence of Latino communities. Includes an examination of how Latino cultural forms and practices intersect with socio-historical, economic, and political forces as a framework for understanding the Mexicano/Chicano, Puerto Rican, Cuban, Dominican and other Latino communities embedded in the very fabric of what constitutes the United States. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.

**SPAN 2701 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisites: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 2702 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: SPAN 2300 or equivalent.

**SPAN 2703 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: SPAN 2350 or equivalent.

**SPAN 2704 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisites: SPAN 2300 and SPAN 2350.

**SPAN 2705 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: SPAN 2400.

**SPAN 2801 Writing, Memory & Terror: Post-Dictatorship Literature of the Southern Cone (4 Credits)**

This course explores the representation of violence, repression and disappearance in the post-dictatorship literature of Argentina, Chile and Uruguay in literature and memorialization projects. Students will examine literary testimony in a variety of genres: narrative, poetry, theatre, and critical essays in their social, political and historical contexts, as well as its manifestations in music and film. We will discuss the role of memory in reconstructing discourses; testimonial literature and the modern and postmodern views of representation and memorialization; and points of convergence between this literature and other survivor testimonial narratives, particularly those of the Shoah. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2802 Afro-Latinos in the US (4 Credits)**

Afro-Latin@s (Afro-Latinos and Afro-Latinas) is a group designation for a community that, until recently, had not tended to call itself, or to have been called, in that way. The group's past, however, demonstrates a sense of tradition and shared social and cultural realities, and the term is increasingly being used in the twenty-first century. Particular to the USA context, as opposed to Latin American countries, is that here the Afro-Latin@ experience has to do with the cross-cultural relation between the Afro and the Latin@, which means most conspicuously the relation between Latin@s and African Americans. It is important, however, not to limit the concept to that connection and recognize the presence of a group that embodies both at once. This class explores the history of Afro-Latin@s in the USA, as well as examples of unique lived experiences of Afro-Latin@ individuals navigating their social identities as they intersect with other Blacks and Latin@s. The identity field linking Black Latin Americans and Latin@s across national and regional lines will remain within focus. The class will be grounded in the analysis and discussion of a variety of texts and artifacts including essays, poetry, narrative, and film. This class will be conducted in English and will not count toward the major or minor in Spanish. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**SPAN 2803 Religion and Violence in Latin America (4 Credits)**

The Spanish and Portuguese imposed Catholicism in the Americas during the conquest and colonization, brutally repressing indigenous religious expression through persecution and forced conversions. While Catholic doctrine officially replaced the polytheism, animism and ancestor worship of indigenous religions, in actuality, the Colonial period saw great diversity in religious practice, as indigenous populations and African slaves developed systems of religious syncretism adapting the Catholic dogma to their beliefs and practices. However, although Latin America is currently home to more than 425 million Catholics –an estimated 40% of the Catholic population worldwide– and the Roman Catholic Church now has a Latin American pope for the first time in its history, the region is far from being religiously homogeneous. Since independence, immigration, politics, and economics have played an important role in effectively changing the religious demography of Latin America. This course will examine religion and violence in Latin America, from pre-Columbian times until 1983, focusing on the relationship between religion and political power. We will explore pre-Columbian religions; the role of religion in the conquest and colonization of the Americas; African religion and slave religious ritual; religious syncretism; religious art; immigration and religion; revolution and religion; and the political implications of Protestantism and Liberation Theology. This course counts toward the Analytical Inquiry: Society and Culture requirement. This class will be conducted in English and will not count toward the major or minor in Spanish.

**SPAN 2804 Latin American Popular Culture (4 Credits)**

This course is an introduction to the study of Latin American popular culture. Basic theoretical notions about the subject will be introduced but the emphasis of the class will be on the discussion of literature analyzing specific situations, events or expressions drawn from various Latin American countries during the nineteenth and twentieth centuries as well as the United States in the twentieth century. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2805 The Sociopolitics of a Majority-Minority Language in the U.S. (4 Credits)**

This course is an introduction and critical exploration of the sociohistorical, sociopolitical and sociolinguistic implications of Spanish as a language of use in local communities across the United States. Because the primary focus of exploration, in this case, is the social and political issues related to Spanish in the U.S., we will focus on its use and representation, rather than on its linguistic representation. Similarly, we will conceive of language –any language– as social action, particularly the ways in which people use language to convey social and political meanings. To achieve such an undertaking, students will be exposed to an interdisciplinary, sociopolitical approach to a language spoken by more than 40 million people in the United States today (American Community Survey, 2020), exploring the complex historical context that makes Spanish the de facto second language spoken locally as well as nationally. Key to this analysis will be the introduction of social constructionism and other critical sociolinguistic notions that explain social categories such as race, language, gender and class as not fixed but rather, socially constructed. In all, this course will explore how Spanish, as a minority-majority language, presents fertile ground for recognizing the social and political implications of language use. Students will engage with the material through course lectures, active discussions, and analyses of real-life examples of Spanish use on the ground. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2806 Latin American Food Landscapes (4 Credits)**

This course focuses on the ways in which Latin American food landscapes —alimentary cultivation, production, purveyance, preparation, and consumption— reveal the complexities of various political, socioeconomic, ecological, and cultural contexts. Students will be challenged to consider the ways in which, throughout the Américas and since the pre-conquest era, diverse food landscapes have often provided marginalized individuals and communities with opportunities to creatively resist policies or prejudices aimed at erasing local food and agricultural practices and preferences. Course lectures and readings are informed by key tenets of global and interdisciplinary food studies and offer students with the opportunity to explore a variety of genres and areas of knowledge. Course topics include the intersections of Latin American Food Landscapes and: notions of freedom, identity, and nationality; gastro-imperialism; culinary arts and seduction; food-related religious and spiritual practices; agroecology & Indigenous epistemologies; agrarian reform & food security activism; urban agriculture; breastfeeding practices and polemics; gastrotourism; cross-cultural food & mountain studies. No knowledge of Spanish is required or expected, although interested students may choose to complete select course readings or assignments in Spanish, Portuguese, and/or Quechua. This course counts toward the Analytical Inquiry: Society and Culture requirement. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2807 Salvador Dalí and His Surrealist Friends (4 Credits)**

This interdisciplinary course is an exploration of Salvador Dalí's Surrealist art and life, focusing particularly on the influence that his early friendships had on his work. Students will analyze surrealist art while also learning about Dalí's fertile artistic collaborations and personal relationships with a select group of artists such as filmmaker Luis Buñuel, writer Federico García Lorca (both intimate friends of Dalí); poets André Breton and Paul Éluard (leading voices in the Surrealist group); Éluard's wife, the enigmatic Gala (who will ultimately become Dalí's wife, muse and business manager); and Sigmund Freud who personally met Dalí and whose ideas about the subconscious became the ideological foundation for this experimental movement. Students will also learn about other Avant-Garde movements such as Dadaism, Ultraism and futurism.

**SPAN 2808 Inventing Latin America (4 Credits)**

In this course we will explore the Idea of Latin America in a broader context of social constructs and social formations using theoretical frameworks from History, Anthropology, Geography and Semiotics. Students in this course will learn and assimilate theoretical tools to identify what a social construct is, how it is built, used, and how it changes. Based on readings focused on specific examples in the history of the mass of land called first new world, first America, west indies and later, Latin America, we will analyze the ways in which temporal and spatial dimensions are enforced to build these and other concepts that are part of the global process of cultural negotiations. Modernity, traditional, underdeveloped, exotic, "western" or "not western" are part of the vocabulary that informs what has been called "politics of time and politics of space". We will focus specially on the ways the binominal Latino/a and Latin America is used in the context of the multicultural idea of the USA, underlaying the difference in meaning when the term has been employed in the context of national discourses in Latin America. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2900 Introduction to Literary and Cultural Studies (4 Credits)**

Intended as a transition between 2000-level advanced language and cultural courses and 3000-level cultural and literature analysis courses, SPAN 2600 presents students with the opportunity to refine their analytical and interpretive skills, by examining a wide variety of Spanish language texts drawn from the literary cultural milieux of Latin America, Spain, and the United States. Throughout this course, students will acquire and utilize fundamental tools and strategies for contemporary literary and cultural studies in Spanish, including: gender and sexuality studies; race and ethnicity; decolonial thinking; pop culture; nationalism; ideology; and formal elements of interpreting texts. At the end of this course, students should be able to demonstrate relationships between distinct texts of varied media and genre (journalism, essay, short story, autobiography/memoir, historiography, oral tradition, film, photography, the plastic arts, etc.) in the interdisciplinary perspective that characterizes literary and cultural studies in the 21st century. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisites: SPAN 2100 and SPAN 2300 or SPAN 2350.

**SPAN 2930 From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico (4 Credits)**

This course is an intensive examination of the past and present of one of the most fascinating cities in the world, Mexico City. Paying particular attention to space and place, we will examine the historical processes (political, intellectual, ecological, social, and cultural) that are manifest in the urban development of the megacity. By taking this class in Mexico City, students will be able to visit some of the landmarks of Mexican History, as well as several other significant museums and archaeological sites. Similarly, by engaging in an in-depth reflection structured along textual, visual, and in-sight materials and experiences, students will be invited to reflect about matters of change and continuity as well as how national socio-political trends are reflected in local contexts, thus also learning to reflect about the interpretive relationship between the micro-macro levels of analysis. Prerequisite: SPAN 2350.

**SPAN 2988 Study Abroad Resident Credit (0-18 Credits)****SPAN 3200 Eroticism and Nation in the Latin American Novel (4 Credits)**

A study of the foundational fictions of Latin America and their twentieth-century rewriting. Nineteenth-century novels showcasing the interplay of sentimental love, eroticism, class struggle, and political agendas in the formative years of the Latin American nations are analyzed and contrasted with twentieth-century narratives where such nation (and narrative) building is put to question. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3230 Musicalized Literature (4 Credits)**

Introduction to musicalized literature: a study of literary texts that provoke in the reader a sense of being related to music or prompt a "musical" experience while reading. The course focuses on various Latin American narrative texts whose relation with songs or genres of popular music is more or less explicit. The analysis aims first to illuminate their musical aspects, but also addresses other angles (social, historical, political). Basic information about several genres of popular music is provided in order to facilitate comprehension. Prerequisite: SPAN 2350 or equivalent.



**SPAN 3300 Travel Narratives (4 Credits)**

Travel accounts, rather than candid and unbiased testimonies about places and people, are challenging texts that require critical analysis. This class offers an overview of the evolution of travel narratives, from the times of the Grand Tour to contemporary accounts representing cross-cultural interactions between Spaniards and their 'others'. Travelogues by authors such as Washington Irving, Domingo Faustino Sarmiento, Julio Camba and Juan Goytisolo. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3320 Class and Gender in 19th-Century Spain (4 Credits)**

Spain underwent social and political revolutions during the nineteenth century from which new values emerged. Through the analysis of literary, political and cultural texts from the late nineteenth-century, students explore the changed view of gender and class identity. Students will read and critically examine several works by prominent authors of the Spanish Realist tradition, including Benito Pérez Galdós, Leopoldo Alas (Clarín) and Emilia Pardo Bazán. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3330 Rebels, Lovers and Outlaws in Spanish Romanticism (4 Credits)**

This course studies the literary and cultural tropes of Spanish Romanticism. Themes discussed include the rebellion against an unjust social order, the portrayal of marginal social groups and the creation of subjectivity in the Spanish Romantic tradition. The literary genres studied are drama, essay and poetry; the primary authors include Larra, Zorrilla, Espronceda, Bécquer, and de Castro. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3333 The Fertile Friendship: Bunuel, Lorca, Dalí and Spanish Surrealism (4 Credits)**

An interdisciplinary study of the relationships of three Spanish artists (Salvador Dalí, Federico García Lorca and Luis Buñuel) and the development of Surrealism in Spain. Through the intriguing intersections of the life and art of the painter, the poet, and the filmmaker, a better understanding of this fascinating artistic movement is achieved. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3400 Spanish Theatre in Performance (4 Credits)**

Reading, discussion and performance of plays written in Spanish. The focus will be on improving pronunciation, intonation and dramatic expression as well as providing a better understanding of contemporary theatrical movements in the Spanish speaking world such as teatro del absurdo, teatro posibilista or teatro campesino. The course includes a final performance (in front of a real audience) of the play. Plays by authors such as Susana Torres Molina (argentine), Federico Garcia Lorca (Spain), Emilio Carballido (Mexico), and other authors from the Spanish speaking world. No prior experience in theater is required. Prerequisite: SPAN 2300 or SPAN 2350 or equivalent.

**SPAN 3420 Contemporary Film in Spain (4 Credits)**

Through contemporary Spanish film and essays this course examines the representation of key cultural aspects of Spanish society, such as national and regional identities, immigration, and gender issues. Students critically evaluate the causes, cultural manifestations and consequences of the social themes studied first by reading about them and then by viewing films that consider the same issues. They learn to identify the formal elements of film and develop a critical vocabulary with which they analyze and write about them. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3490 The Quixote Archive: Cervantes in Context (4 Credits)**

This course offers students a critical introduction to one of the most influential texts ever written: Miguel de Cervantes' "Don Quixote" (1605, 1615). Careful attention will be paid to the historical, social, political, and literary contexts with which Cervantes' text dialogues. We will also assess a variety of adaptations of Cervantes' work in other media, and will engage with the substantive body of secondary critical literature informing interpretations of "Don Quixote" for the past 400 years. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3500 Interrogating 'convivencia': Muslims, Christians, and Jews in Iberia (4 Credits)**

This course proposes to critically interrogate the complex relationship between the Muslim, Christian, and Jewish communities of the Iberian Peninsula, and the lasting impact of the historical relationship between these communities on the culture, literature, art, politics, and economy of Spain, with particular emphasis on the period 711-1700. Special attention is paid to problematizing the notion of 'convivencia' and to considering how diverse representations of the 'three cultures' are appropriated in the construction of national(ist) ideals that are overtly reflected in literature and art, both in Medieval and Early Modern Iberia and in contemporary Spain. Enforced Prerequisites and Restrictions: SPAN 2300, 2350, 2400, or equivalent.

**SPAN 3510 Sex, Bodies, and Power in Imperial Spain (4 Credits)**

This course considers the body a key locus of social and political struggle in the 16th and 17th Centuries in Spain and in the Indies. Contemplating the role of a variety of discourses from diverse fields (medicine, law, philosophy, theology, politics), we will ask such questions as: What is the body and how does it work in physical terms? How is the body used to perform or problematize legal, moral, and social identities? How is the body used as a mechanism to marginalize, control, or exclude individuals or groups, or to legitimize the authority and power of other individuals or groups? We will contemplate representations of the body in diverse media and genres (painting, sculpture, engravings, theater, novels, poetry, autobiography, medical treatises, moralizing tracts) in order to reconstruct the complex epistemology through which the body, and especially problems of race, gender, and sexuality, was conceptualized in the 16th and 17th Centuries. Particular attention will be paid to the representation of the materiality of the body (physiology as a key to moral and cultural difference), eroticism, homosexuality, cross-dressing, 'monsters,' sickness, and reproduction, considering the representation of such corporeal phenomena to be a privileged space for interrogating the ideologies and structures upon which Power is built. Enforced Prerequisites and Restrictions: SPAN 2300, 2350, 2400 or equivalent.

**SPAN 3600 Caribbean Blackness: Conflictive Identity (4 Credits)**

Introduces the student to the Caribbean region, particularly examining cultural characteristics of the Spanish speaking Caribbean, with an emphasis on race relations and the contributions of peoples of African descent. The focus is interdisciplinary and includes readings on anthropology, religion, and history among other subjects, together with close readings of literary texts. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3650 The Andean World: Artistic Representations of Power, Resistance and Social Change (4 Credits)**

Survey of Andean literature and art created during the nineteenth, twentieth and twenty-first centuries; artists' portrayals of strategies for resistance and the struggle for social justice in modern Andean society. Study of a wide variety of genres including short stories, novels, testimonials, poetry, essays, songs, visual art and film. Class discussions, theoretical texts and student analyses focus on the central theme of representations of power, resistance and social change in the Andes. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3660 The Fantastic Short Story in Latin America (4 Credits)**

Introduction to the genre of the fantastic short story in nineteenth- and twentieth-century Latin American literature. Study of the rise of the short story genre in Latin America and the ways in which we can understand the Fantastic and its relationship to the Gothic and the Magical Real. Assigned readings by authors such as Horacio Quiroga, Jorge Luis Borges, Julio Cortazar, Gabriel Garcia Marquez, Carlos Fuentes, Silvina Ocampo and Rosario Ferre. Class discussions, theoretical texts and student analyses focus on a text's themes, literary devices, and writing styles, as well as metatextual and historical references. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3670 Exploring the Amazon: A Literary, Filmic and Ethnographic Journey (4 Credits)**

Introduces the student to the Amazonian region of South America and the ways in which this fascinating landscape and the diverse peoples who inhabit it have been portrayed and exploited by "outsider" novelists, filmmakers, explorers, anthropologists, businessmen, and scientists beginning in the sixteenth century. This course also includes a survey of texts selected from the oral traditions of indigenous Amazonian groups such as the Ashanika, Machiguenga, Cashinahua and Ese'ejá. Assigned readings underscore the course's interdisciplinary focus and encourage students to hone their course reading and analytical writing skills through the study of anthropological, historical, literary and filmic texts. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3680 Food, Power and Identity in Latin American Literatures and Cultures (4 Credits)**

A study of culinary representations and the role of food in Latin American literature, film, culture and politics. Assigned texts include short stories, novels, films and a selection of literary, historical and political essays that relate to food politics and poetics. A review of key food policies and politics throughout colonial and contemporary Latin America reveal legacies of colonial power struggles, as well as the important intersections between food and constructions of identity, nationality, and socioeconomic and cultural emancipation. The course also explores themes such as the art of cooking as a tool for seduction, culinary witchcraft, and contemporary national and regional struggles to achieve food sovereignty in an era of globalization and neoliberal politics. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3702 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 3703 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 3704 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 3705 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 3800 Central American Blackness: Forgotten Roots (4 Credits)**

Introduces the student to the Central American region, with an emphasis on race relations and the cultural contributions of peoples of African descent. The focus is interdisciplinary and includes readings in history and demography among other subjects, together with close readings of literary texts. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3988 Study Abroad Resident Credit (0-18 Credits)****SPAN 3990 Senior Seminar (4 Credits)**

This is the capstone course of the Spanish major and requires students to complete an in depth, scholarly study of a topic or issue pertinent to their seminar's central theme(s). Spanish majors must take a minimum of one senior seminar and this course must be taken at DU once a student has reached senior standing. Prerequisites: SPAN 2300, SPAN 2350 (or equivalent) and at least twelve credits at the 3000 level. A selection of seminar topics includes Latin American Popular Culture, Contemporary Spanish Novel, Pre-Columbian and Colonial Andean Literature and Culture, Puerto Rican Literature and Society, Layqas, Ñakáqs and Saqras: Representations of the 'Supernatural' in Quechua Oral Traditions, Latin American Narrative, El Romancero, Contemporary Socio-Political Poetry in Latin America, Latin American Women Poets, and Masterpieces of Latin American Literature. Prerequisites: SPAN 2300, SPAN 2350 (or equivalent) and at least twelve credits at the 3000 level and senior standing.

**SPAN 3991 Independent Study (1-4 Credits)****SPAN 3997 Internship in Spanish (4 Credits)**

This course serves as curricular, intellectual, and professional support to a 10-week Spanish internship. Students will be matched to an internship with a community partner (private or public agency, institutional office, non-profit or community organizer) whose mission aligns with students' professional aspirations in a variety of disciplines. Through the exploration of notions in critical service-learning, students will be given the opportunity to reflect upon their own positionality and its implications for issues in social justice, equity and linguistic diversity as they participate in an internship site. Students are expected to mobilize their linguistic skills in Spanish as part of the experience, and especially as part of their role in supporting community partners explore and understand better ways to serve Spanish-speaking communities across the Denver Metro area. Students will engage with readings, workshops, reflections and a portfolio that showcases their community-engaged work while furthering an understanding of the sociolinguistic implications of Spanish as a U.S. language which is spoken and used in a variety of communities across Denver. An end-of-term showcase will be expected as part of participation in this course. Prerequisite: SPAN 2200, SPAN 2250, or SPAN 2400.

**SPAN 3998 Honors Thesis (1-10 Credits)**

## Sustainability

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Sustainability is a concept that is becoming increasingly important as human societies recognize the finite nature of many natural resources and the lingering ill effects of overconsumption, pollution and poorly planned land uses. Sustainability is defined as meeting the needs of the current generation without compromising the ability of future generations to meet their own needs and to do so while maintaining ecological processes, functions, biodiversity and productivity into the future. An understanding of sustainability includes the scientific basis for sustainable resource use as well as the social and economic implications and/or costs of sustainable practices. Given the state of the global economy, the social unrest that is building throughout many parts of the world, the ultimate dependence of both developed and developing nations on an increasingly stressed natural environment, and the connections between these, moving toward a sustainable future requires an interdisciplinary perspective of the challenges facing society today.

### Sustainability

## Minor Requirements

Minimum of 24 credits as follows:

Code	Title	Credits
<b>Gateway Course</b>		<b>4</b>
GEOG 2500 or GEOG 2511	Sustainability & Human Society Principles of Sustainability - Honors	
<b>Elective Lens Courses</b>		<b>16</b>
16 elective credits, including at least one course from each of the three "lens" categories: Natural & Physical Sciences; Social Sciences; and Arts & Humanities.		
Natural/Physical Science Electives (select at least one from this category)		
BIOL 2010	General Ecology	
BIOL 3035	Invasive Species Ecology	
BIOL 3055	Ecology of the Rockies	
BIOL 3070	Ecological Field Methods	
BIOL 3095	Global Change Ecology	
BIOL 3044	Coral Reef Ecology	
BIOL 3045	Coral Reef Ecology Lab	
BIOL 3085	Insect Ecology	
BIOL 3110	Special Topics: Biology	
BIOL 3350	Conservation Biology	
BIOL 3700	Topics in Ecology	
BIOL 3707	Advanced Topics in Conservation Biology	
CHEM 2240	Introduction to Environmental Chemistry	
CHEM 3410	Atmospheric Chemistry	

CHEM 3411	Aquatic Chemistry
CHEM 3412	Environmental Chemistry & Toxicology
EALC 2001	ESLLC: Local and Regional Environmental Issues (LLC: restricted)
EALC 2002	ESLLC: The Impact of Development on the Environment (LLC; restricted)
EALC 2003	ESLLC: Energy in American Society (LLC; restricted)
GEOG 2608	Human Dimensions of Global Change
GEOG 2700	Contemporary Environmental Issues
GEOG 2730	Geography of Surfing
GEOG 2880	Geographies of South Africa
GEOG 3120	Environmental/GIS Modeling
GEOG 3520	Geography of Soils
GEOG 3610	Climatology
GEOG 3620	Applied Climatology
GEOG 3630	Dendroclimatology
GEOG 3640	Climate Change and Society
GEOG 3720	Mountain Environments and Sustainability
GEOG 3750	Topics in Human-Environment Interactions
GEOG 3800	Geography of Colorado
GEOG 3870	Water Resources & Sustainability
GEOG 2320	Andean Landscapes (Inter-term travel course)
GEOL 3100	Environmental Geology
PHYS 2610	Physics of Climate
Social Sciences & Korbel Electives (select at least one from this category)	
ANTH 2011	Religion, Environmentalism, and Politics
ANTH 2420	Science, Technology and Human Values
ANTH 3040	Anthropologies of Place
ANTH 3255	Ancient North America
ANTH 3310	Indigenous Environment
ANTH 3500	City and Society
ANTH 3510	The Ancient City
ANTH 3880	Culture, Ecology, Adaptation
ECON 2360	Economics, Ecology, and Social Welfare
ECON 2450	Race in the Economy
ECON 3590	Urban Economics
ECON 3970	Environmental Economics
ENVI 3000	Environmental Law
GEOG 2401	The Human Population
GEOG 2410	Economic Geography
GEOG 2430	World Cities
GEOG 2810	Geography of Latin America
GEOG 3310	Culture/Nature/Economics-Human Ecology
GEOG 3340	Geographies of Migration
GEOG 3400	Urban Landscapes
GEOG 3420	Urban and Regional Planning
GEOG 3425	Urban Sustainability
GEOG 3450	Transportation and Mobilities
GEOG 3440	Urban Transportation Planning
GEOG 3445	Sustainability and Transportation
GEOG 3750	Topics in Human-Environment Interactions
GEOG 3755	Geography of Health
GEOG 3825	Geographies of International Development in Africa
GEOG 3890	Ecological Economics

GEOG 3940	Urban Geography Seminar
INTS 2275	Climate Breakdown
INTS 3530	Feeding the World: Global Food Security and Food System Sustainability
INTS 2380	Comparative Development Strategies
INTS 2490	Introduction to Global Health
INTS 3421	Environmental Justice Policy and Practice
INTS 3630	Global Environment
INTS 3715	The Politics and Policy of Sustainable Energy
LGST 3701	Topics in Legal Studies (Business & Sustainability) <sup>1</sup>
PLSC 2840	International Law & Human Rights
<b>Arts &amp; Humanities Electives (select at least one from this category)</b>	
ARTH 3813	Arts of the American West
ARTH 3867	The Circle and the Four Corners: Native North American Art
EDPX 3200	Data Visualization
EDPX 3340	Designing Social Good
EDPX 3350	Sustainable Design
EDPX 3370	Biomedica in Emergent Digital Practices
ENGL 2715	Native American Literature
ENGL 3706	Writing the American West
HIST 2531	Twentieth Century Native American History
HIST 2551	The American West Since 1860
HIST 2710	From Sea to Shining Sea: Nature in American History to 1900
HIST 2720	Paved Paradise? Nature and History in Modern America
HIST 2702	Topics in History
HIST 3650	Native Crude: Indigenous Oil Politics and Activism
HIST 3680	The Strange History of American Suburbia
PHIL 2180	Ethics
PHIL 2200	Social & Political Philosophy
PHIL 2785	Environmental Ethics
PHIL 3011	Great Thinkers: Virginia Woolf
RLGS 2011	Religion, Environmentalism, and Politics
<b>Additional elective credits may come from any lens category or other approved electives.</b>	
<b>Other Approved Courses + Internships <sup>2</sup></b>	
LDRS 2400	Leadership and Sustainability in Belize (Inter-term travel course)
MGMT 3100	Business Ethics and Social Responsibility
SJUS 2010	Social Justice: Exploring Oppression <sup>(LLC; restricted)</sup>
<b>Capstone Seminar</b>	
GEOG 2550: Current Issues in Sustainability (topics vary by instructor)	
<b>Total Credits</b>	<b>24</b>

<sup>1</sup> Topics courses must have Sustainability Attribute.

<sup>2</sup> Additional courses including topics courses, study abroad courses, independent studies, and internships may be approved for elective credit on a case by case basis by the Sustainability Minor Advisor.

#### **ACTG 4735 Accounting for ESG -- Eastern Europe (4 Credits)**

This course is designed to give students an introduction to ESG accounting measurement and reporting issues from the perspective of multiple players in this arena (companies, accounting firms, standard setters, regulators etc.). This course juxtaposes US ESG accounting standard setting, measurement issues and best practices with Eastern European viewpoints on the same issues. With that in mind, this course will provide participants with the ability to be able to research, obtain and interpret current information on ESG accounting rules and standard setting.

#### **ADMN 4817 Administrative Internship (0-6 Credits)**

Opportunity to be supervised in on-the-job experience to better prepare school administration students for district administration careers.

**ANTH 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with JUST 2011 and RLGS 2011.

**ANTH 3040 Anthropologies of Place (4 Credits)**

This class is an exploration of the relationship between people and places from an anthropological viewpoint. We concern ourselves with a variety of ideas about place, emphasizing not just how places are used, but how they infuse themselves into the lives, histories and ethics of those who interact with them. The course readings include book-length anthropological case studies interspersed with interdisciplinary readings about place and landscape. The course includes seminar-style discussions of readings, workshops and observations in the field. On several occasions, we take our class on the road, working together to think about how people and place interact. By the end of the class, each student creates his or her own anthropology of a place. Must be junior standing or above.

**ANTH 3310 Indigenous Environment (4 Credits)**

The purpose of this course is to introduce students to particular environmental issues that affect indigenous peoples, including subsistence and economic issues; sacred lands; cultural property dilemmas; and the impact that use of traditional cultural properties by others—including nation-state governments, corporations and tourists—have on indigenous peoples' cultural and social integrity. Particular focus is on one of these issues—travel and particularly "ecotravel" and "ecotourism."

**ANTH 3500 City and Society (4 Credits)**

Examines the recent past and future of the city as a human built environment that reflects and reproduces social, political, economic, and cultural forces and ideals. Begins with the origin of 'modern' cities in the 19th century and ends with contemporary urban landscapes. Analysis is focused on both the technologies (physical qualities) and aesthetics of urban form. Emphasis is on re-imagining urban design to meet the social equity, cultural diversity, and environmental sustainability challenges of 21st century city life.

**ANTH 3880 Culture, Ecology, Adaptation (4 Credits)**

This course is organized around these concepts: "ecology," "adaptation," "landscape," "technology," "artifact," and "architecture." The course focuses on defining and examining adaptation and the role of culture and technology in achieving adaptations, or in not achieving them. This focus will be especially pursued with respect to the concept of landscape—that is, culturally defined physical space—and the cultural artifacts that interpret and modify it in the course of human adaptation to its ecological components.

**ASEM 2473 Climate Science and Policy (4 Credits)**

Climate Science and Policy (CSP) addresses the scientific principles and data that show the climate is changing and that humans are causing a significant portion of that change. CSP also addresses the nature of the current American discourse on climate change and climate policy. CSP finally provides students with the opportunity to suggest ways out of our present policy paralysis, with prescriptions that address the current scientific findings and principles, economic realities and American policy practices.

**BIOL 2010 General Ecology (4 Credits)**

Topics in ecosystems, population and community ecology, as well as behavioral ecology. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1011 and BIOL 1010. Co-requisite: BIOL 2011.

**BIOL 2055 Ways of Seeing and Sensing in Biological Systems at Kennedy Mountain Campus (4 Credits)**

Ways of Seeing and Sensing represents a new collaboration between the departments of Biological Sciences, Physics & Astronomy, and Media, Film & Journalism Studies at DU's Kennedy Mountain Campus (KMC). As part of this course, students will collaborate as part of multidisciplinary teams; to compile and apply new content knowledge in biology/ecology, film-making, science communication and story-telling in a project-based curriculum unique to the KMC. The class is a place-based exercise revolving around the idea that what we know about our surroundings depends on how we "see" or "sense." We will examine various aspects of natural systems specific to the Kennedy Mountain Campus (KMC) using both micro and macro approaches to "seeing" through a variety of technologies, including microscopes, trail cameras, photo and video cameras, night vision glasses, and telescopes. To further develop the concept of "sensing," we will explore the soundscapes of the KMC as well as the ways plants and animals in this ecosystem sense their surroundings. We will also explore the KMC using human senses other than sight to navigate the nighttime environment. Students will work in teams of 3–4 to develop and produce documentary stories unique to the ecology and astronomy of the KMC. Students choosing to participate for credit in Biological Sciences will complete additional reading and assignments focusing on the various ways that biological systems (from cells, to organisms, to communities) sense and respond to changes in their environment, including light, heat, sound, chemical cues, and physical forces such as electricity and gravity. This course will meet together with PHYS 2050 and MFJS 2050 courses, which each have different prerequisites and discipline-specific assignments. Prerequisites: BIOL 1010 and BIOL 1011.



**BIOL 2320 Andean Landscapes (4 Credits)**

This course introduces students to the landscapes, biodiversity, societies, and human-environment interactions in the Andes of Peru through an intensive and immersive field study and travel experience. This field intensive class equals 4 academic credits and occurs during winter interterm. Over a period of 11 days we will visit the cities and surroundings of Lima, Arequipa, and Cusco, Peru where we will examine and compare geography, cultures, history, archaeology, ecology, biodiversity, and sustainability issues. The Andean environment offers unique challenges for environment and societies and by understanding the locations and patterns of human activity in the Andes, students can better appreciate the circumstances affecting individuals and countries other than our own. Through observations, lectures, discussions, readings, assignments and immersion, the course will stress the development of in situ critical thinking skills and the promotion of cultural diversity and global awareness. This course counts toward the sustainability minor and the intercultural global studies minor. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 1011.

**BIOL 2825 Biogeographies of Conservation in Serengeti & Zanzibar (4 Credits)**

This course introduces students to the landscapes, biodiversity, societies, and human-environment interactions in mainland Tanzania and the island of Zanzibar through an intensive and immersive field study and travel experience. This field intensive class equals 4 academic credits. Over a period of 9 days we will visit the greater Serengeti ecosystem and Tanzania where we will examine and compare geography, cultures, history, archaeology, ecology, biodiversity, and sustainability issues. The environment in this part of East Africa offers unique challenges for wildlife and societies. By understanding the locations and patterns of human and animal activity there, students can better appreciate the circumstances affecting individuals and countries other than our own. Through observations, lectures, discussions, readings, assignments and immersion, the course will stress the development of in-situ critical thinking skills and the promotion of environmental sustainability, cultural diversity and global awareness. Fulfills biology, geography, environmental science, sustainability minor, and intercultural global studies minor requirements. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 1011.

**BIOL 3035 Invasive Species Ecology (4 Credits)**

This course investigates those plants and animal species that have dramatically expanded their ranges and cause ecological harm. Topics covered include the mechanisms of ecological impacts across the globe, how invasive species are used to test basic ecological theory, the application of this research for managing real species, and related issues such as the debate within the scientific community about the term "invasive." We use a case-study approach, and students have the opportunity to go into the field as a class to observe the real invasions and learn sampling methods.

**BIOL 3044 Coral Reef Ecology (3 Credits)**

Ecology of coral reefs; organization and distribution of reefs; review of reef organisms and their interactions with each other and their physical environment; threats to coral reef conservation. This course counts as a category elective for Ecology and Biodiversity majors. Prerequisite: (BIOL 2010 or BIOL 2050) OR (GEOG 1201, GEOG 1202, and GEOG 1203).

**BIOL 3055 Ecology of the Rockies (4 Credits)**

A week in residence at the Mt. Evans Field Station prior to the start of fall quarter includes field projects dealing with ecology and environmental issues. On campus classes involve data analysis and interpretation and formal scientific communication. Themes include terrestrial and aquatic ecosystems, taxonomic groups ranging from conifer stands to aquatic insects and mountain goats. Lab fee associated with this course. Prerequisite: BIOL 2010 or permission of instructor.

**BIOL 3070 Ecological Field Methods (4 Credits)**

Series of field exercises for students to learn principles and procedures of field methodology, data analysis and technical writing in ecology; problems drawn from population, community and ecosystem ecology. Lab fee associated with this course. Prerequisite: BIOL 2010.

**BIOL 3095 Global Change Ecology (4 Credits)**

Over the past century, the mean surface temperature of our planet has increased slightly less than 1°C. While this may seem like a small increment, this change is already profoundly affecting Earth's organisms and ecological communities, and predictions for the impacts of continued change range from severe to catastrophic. Humans are also changing the environment through alteration of nutrient and water regimes. Topics include cause of climate change, comparison to past climatic change, human contribution to change and effect on organisms, communities and ecosystems. Prerequisites: BIOL 1010, BIOL 1011, AND BIOL 2010. RECOMMENDED PREREQUISITES/COREQUISITES: BIOL 2090.

**BIOL 3350 Conservation Biology (5 Credits)**

Conservation Biology is the study of documenting the earth's biodiversity, its threats, and how it may be protected. It is a multidisciplinary science within ecology with contributions from environmental chemistry, geography, sociology, and political science, among other fields. In this class students learn the language of conservation biology, the methods used by conservation biologists, and the nuances of current issues. In class, material is learned through both lecture and interactive exercises in the classroom portion, with hands-on practice in techniques and applications during the lab. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 2010.

**BUS 4355 Sustainability and Markets in the Outdoor Recreation Industry (1 Credit)**

This course provides an overview of sustainability issues through a business lens, and shares insights on corporate sustainability risks, strategies, and market-based drivers of change. This sprint will review sustainability business risks and opportunities, ESG reporting frameworks, and how integrating sustainability into strategy can create enterprise value. As part of the Outdoor Industry Leadership program, students will gain an overview of the theory, practice, and challenges of corporate sustainability, learn strategies and tools to lead organizational change. The course will deepen student understanding of sustainability trends, perceived ESG risks, approaches to carbon management, and how ESG reporting frameworks can improve sustainability management, collaboration, and communication. Corporations will increasingly focus on creating sustainable and inclusive growth that adapts to climate-related risks, competes effectively for limited resources, and addresses community and social challenges in a sustainable way.

**CHEM 2240 Introduction to Environmental Chemistry (4 Credits)**

An introduction to the chemistry of the environment. Topics cover the chemistry of air, water, and soil with a special focus on the influence that humankind has on the natural environment. Course provides tools to understand environmental science from a chemical perspective. The course is a combined lecture and laboratory. Primarily for environmental science majors. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 1010, CHEM 1020, CHEM 1040, and CHEM 1250.

**CHEM 3410 Atmospheric Chemistry (3 Credits)**

The concepts of equilibrium thermodynamics, kinetics, and photochemistry will be applied to understanding atmospheric processes. Covers urban air pollution in detail with focus on primary pollutants. Also covers stratospheric chemistry with focus on ozone chemistry and the chemistry of climate change. Prerequisites: (CHEM 2270 and CHEM 2453) OR CHEM 2240.

**CHEM 3411 Aquatic Chemistry (3 Credits)**

The circulation of the oceans and their chemical make-up. 'Classical water pollution problems' like biological oxygen demand and turbidity are discussed. Also presented: aquifer structure and flow, ground water chemistry, pollutant partitioning between stationary and mobile phases, heterogeneous surface chemistry, and the detection of trace contaminants. Prerequisites: (CHEM 2270 and CHEM 2453) or CHEM 2240.

**CHEM 3412 Environmental Chemistry & Toxicology (3 Credits)**

A survey of environmental toxicology concepts: animal testing, dose-response data, epidemiology, risk assessment. The course includes ecotoxicology, focusing on the alteration of biological and chemical systems beyond the simple response of an individual to an environmental chemical. Prerequisites: CHEM 2270 and CHEM 2453.

**COMN 3701 Topics in Communication (1-4 Credits)****EALC 2001 ESLLC: Local and Regional Environmental Issues (1,2 Credit)**

This course introduces students to Denver and the Front Range region as we investigate the current environmental issues this region faces today. We explore Denver's environmental framework through visits to environmental non-profits and sustainable business, as well as by engaging in collaborative sustainability initiatives on our campus. Excursions to places such as Old South Pearl Street and historic Lower Downtown allow us to trace Denver's past through geological and historical lenses. Restricted to Environmental Sustainability LLC students.

**EALC 2002 ESLLC: The Impact of Development on the Environment (1,2 Credit)**

This course takes a detailed look at human/environmental interactions, with particular emphasis on the explosive population growth and pressures on the global water supply. We discuss the demand on water globally and locally to further demonstrate the impacts of development. Restricted to Environmental Sustainability LLC students.

**EALC 2003 ESLLC: Energy in American Society (1,2 Credit)**

This course examines key issues surrounding energy in American society. Using Colorado's environment as a backdrop, students learn about the different types of conventional, alternative and renewable energy as well as the associated benefits and risks that each option presents. We explore these associated benefits and risks from the raw materials used to create energy all the way to the outputs of energy consumption. Restricted to Environmental Sustainability LLC students.

**ECON 2360 Economics, Ecology, and Social Welfare (4 Credits)**

This course examines the interaction between economic outcomes, environmental effects, and inequality based on the contribution of alternative economic perspectives. It is divided in three core sections: Section I presents a historical examination of the restructuring of global capitalism under neoliberalism, and its impact on resource distribution and ecosystems. It follows a presentation of the theoretical differences between traditional and critical economics in the interpretation of these developments. Section II applies the concepts learned in Section I to specific case studies. For each of these case studies, the analysis will highlight both social and environmental implications and prospects for ecological sustainability and social welfare. Section III discusses alternative economic recommendations for socio-economic prosperity and ecological conservation. Prerequisite: ECON 1030.

**ECON 2540 Law and Economics (4 Credits)**

This course provides an introduction to the study of law and economics, the objective being to provide a critical examination of the nexus between economics and law. After establishing foundational concepts and definitions the course turns to an investigation of legal history, traditions and movements. For example, this will include examination of common law and civil law (code), the progressive era, legal realism, critical legal studies, the law and economics movement, critical race theory, and law and neoliberalism. An assessment of distinct approaches to law and economics from different economic perspectives will also be undertaken. The latter half of the course covers the economic dimensions to various sources or core areas of law including property, contract, tort, administrative, criminal and constitutional law. Additionally, certain special topics will be introduced and analyzed throughout the course, including the social and legal construction of markets; public finance and the economic role of government; the legal foundations of money; and, environmental, international, family, public, corporate, competition and antitrust law. The course also offers exposure to hands-on and practical factors concerning the profession and practice of law including legal terminology, precedent, reasoning, case review, writing and procedure.

**ECON 3970 Environmental Economics (4 Credits)**

This course examines economic perspectives of environmental and resource problems, ranging from peak oil, food crisis, and climate change. Topics include the property-rights basis of polluting problems, environmental ethics, benefit-cost analysis, regulatory policy, incentive-based regulation, clean technology, population growth and consumption, and sustainable development. Restriction: junior standing. Prerequisite: ECON 2020.

**EDPX 3350 Sustainable Design (4 Credits)**

This course surveys and functionally implements the foundations of sustainable design strategies as a praxis intersecting the domains of digital media design, dissemination, community organization and networking. The course builds upon the basic paradigms that have coalesced in the organizational and critical platforms of the sustainable design movement including ecology/environment, economy/employment, equity/equality and education/pedagogy/dissemination. The class reviews a wide spectrum of sustainable design strategies including: mapping of consumptive origin-thru-fate, green materials usage, creative commons, open source software/hardware movements, collaborative design, predictive complexity modeling, biomimicry, evolutionary design methods, and greening infrastructure among others. Lab fee. Prerequisites: EDPX 2300 and EDPX 2400 or permission of instructor.

**EDPX 3700 Topics in Emergent Digital Culture (4 Credits)**

This course provides an in-depth exploration of the emergent digital practice of a particular culture and a unique area of advanced study (for example, art and science studies; activism; youth culture; critical game studies; the philosophy of technology; or social networking). Students learn the social/historical context of the particular culture and observe and document the interplay between cultural practices and particular technologies. This course may be repeated. Prerequisite: varies with topic.

**ENGL 2715 Native American Literature (4 Credits)**

Native American Literature explores the relationships between contemporary Native American narratives and Native American oral traditions. We will examine the intellectual underpinnings of Native American literary expressions, focusing on tribally specific Native American concepts of language, perception, and process in relation to Native cultural and political survival. This course aims to celebrate Native American cultural expression through lectures and discussion, group work and intellectual exercises.

**ENGL 3706 Writing the American West (4 Credits)**

Explores historical and contemporary writing produced in and about the American West.

**ENVI 3000 Environmental Law (4 Credits)**

Purpose and applications of federal laws pertaining to environmental protection, including NEPA, RCRA, CERCLA, and Clean Water and Clean Air Acts; addresses role of states in implementation of federal environmental laws.

**EPM 4510 Environmental, and Health & Safety Management (4 Credits)**

This course presents the intricacies of establishing environmental and health and safety programs in the workplace. The course is divided into specific environmental and health and safety topics that are relevant to environmental and safety management. There are multiple topics that address the benefits and barriers to designing, implementing, and maintaining environmental and health and safety programs.

**GEOG 2320 Andean Landscapes (4 Credits)**

This class introduces students to intensive field activities pertinent to the study of Andean individuals and societies. Students study the characteristics of people, activities, as well as landscapes across the locations of Lima, Cusco and Puno in Peru. This course focuses on geography, history, archaeology, anthropology, biology, ecology and sustainability issues surrounding the above mentioned destinations. This course involves moderate physical activity (Inca Trail hike).

**GEOG 2401 The Human Population (4 Credits)**

This course covers the fundamental concepts of demography with an emphasis on its relevance to inquiry in disciplines including economics, business, geography, environmental science, political science and sociology. This course includes computer laboratory work involving the exploration and analysis of census data using geographic information systems This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GEOG 2410 Economic Geography (4 Credits)**

Economic elements as spatially arranged, distribution of economic activities on the Earth's surface; market, resource and transportation factors in location theory.

**GEOG 2430 World Cities (4 Credits)**

The study of world cities from a geographical perspective emphasizes the following general topics: 1) worldwide urbanization and globalization processes; 2) the study of cities as nodes within global, regional, and national urban systems; 3) the internal spatial structure of land uses within cities; 4) the spatial dimensions of economic, social, political, and cultural processes in cities; and 5) environmental elements, involving human interrelationships with the natural environment in an urban setting. Urban patterns and processes are examined in each of the world's major regions, including in-depth analysis of focus case study cities.

**GEOG 2500 Sustainability & Human Society (4 Credits)**

Sustainability has become a catch phrase in discussions concerning the long-term viability of a number of phenomena, from the environment to the economy. Sustainability is commonly defined as meeting the needs of the current generation without compromising the ability of future generations to meet their needs. Students are introduced to issues inherent in discussions of sustainability. The major areas of focus include definitions of ecological and environmental sustainability, economic and political sustainability, and social justice, and various metrics used to assess sustainable behavior and practices. Students study the theory, principles and practices of sustainability, and participate in discussion and writing exercises based on lecture and readings.

**GEOG 2511 Principles of Sustainability - Honors (4 Credits)**

Principles of Sustainability introduces students to fundamental issues and concepts of Sustainability. This topic concerns the long-term viability of a number of phenomena, from the environment to the economy. Sustainability is commonly defined as meeting the needs of the current generation without compromising the ability of future generations to meet their needs. Students will be introduced to issues inherent in discussions of sustainability. The major areas of focus include definitions of ecological and environmental sustainability, economic and political sustainability, social justice, and various metrics used to assess sustainable behavior and practices. Students will study the theory, principles and practices of sustainability, and participate in discussion and writing exercises based on lecture and readings. This course counts toward the Scientific Inquiry: Society and Culture requirement. Enrollment restricted to students in the Honors Program.

**GEOG 2608 Human Dimensions of Global Change (4 Credits)**

This course documents and explores the transformations of the global environment that have occurred in the last 300 years and relates them to contemporaneous changes in population and society. Students examine the complexity of human-induced environmental changes by looking at the various social, economic, political, institutional and behavioral components of these forces at work. By using various case studies, students examine the processes and spatial distributions of anthropological changes to the world's lands, freshwater, biota, oceans and atmosphere.

**GEOG 2700 Contemporary Environmental Issues (4 Credits)**

Principles, practices, issues, and status of care of environment; lectures, readings, and discussions focus on causes, effects, and mitigation of a selection of topical regional, national, and international environmental problems including Denver's air pollution, acid deposition, hazardous waste management, global warming, and tropical deforestation.

**GEOG 2730 Geography of Surfing (4 Credits)**

Surfing is often viewed simply as a recreational sport. But it is also so, so, much more. It is a multi-billion dollar global industry, a reflection of global climate patterns interacting with sedimentation regimes and the land, a globalizing culture diffusing from strong regional identities, and a reason to travel to exotic locations and explore the planet. This course uses geographic perspectives to study the many facets of the sport. Geography provides a perfect set of tools to study surfing ranging from the propagation of swells to the diffusion of culture. The goal of the course is to introduce students to the core analytical approaches used in Geography as well as for students to understand that surfing is much more than a recreational sport.

**GEOG 2815 Geographies of Conquest: Christian, Jewish, and Islamic Societies in Andalusia (4 Credits)**

This course introduces students to the cultural landscapes, former and current, of the different societies that converged in Iberia. The class will focus on medieval Al-Andalus, the Islamic kingdoms that flourished there. During medieval times, Christian, Islamic, and Jewish societies lived side by side in an environment that oscillated between tolerance and open persecution. Science, art, scholarship, and political strategy motivated tolerance while religious fundamentalism and geopolitical considerations motivated persecution. This class will cover the human-environment interactions in the landscapes of Andalusia through an immersive field study and travel experience. This field class equals 4 academic credits. Over a period of 8 days we will visit the cities and surroundings of Madrid, Cordoba, Seville, and Granada in Spain where we will examine and compare cultural geography (past and present), history, and anthropological issues surrounding the communities that interacted in Al-Andalu.

**GEOG 2825 Biogeographies of Conservation (4 Credits)**

This course introduces students to the landscapes, biodiversity, societies, and human-environment interactions in mainland Tanzania and the island of Zanzibar through an intensive and immersive field study and travel experience. This field intensive class equals 4 academic credits. Over a period of 9 days we will visit the greater Serengeti ecosystem, Ngorongoro Crater, Olduvai Gorge, and the island of Zanzibar in Tanzania where we will examine and compare geography, cultures, history, archaeology, ecology, biodiversity, and sustainability issues. The environment in this part of East Africa offers unique challenges for wildlife and societies. By understanding the locations and patterns of human and animal activity there, students can better appreciate the circumstances affecting individuals and countries other than our own. Through observations, lectures, discussions, readings, assignments and immersion, the course will stress the development of in-situ critical thinking skills and the promotion of environmental sustainability, cultural diversity and global awareness. Fulfills biology, geography, environmental science, sustainability minor, and intercultural global studies minor requirements.

**GEOG 3100 Geospatial Data (4 Credits)**

This graduate-level course is designed to provide graduate students from a broad range of disciplines with the skills to carry out applied research tasks and projects requiring the integration of geographic information system technologies and geospatial data. Students are introduced to a collection of techniques and data sources with a focus on acquiring and integrating data. Legal, ethical, and institutional problems related to data acquisition for geospatial information systems are also discussed.

**GEOG 3310 Culture/Nature/Economics-Human Ecology (4 Credits)**

Cultural adaptation, livelihood strategies and environmental modification among subsistence and peasant societies: responses of such groups to technological change and economic integration.

**GEOG 3340 Geographies of Migration (4 Credits)**

This course explores contemporary movement of people across international borders and the social, cultural, political, economic, and environmental repercussions of such movements. The class looks at the global flow of people across national boundaries and the ways in which these dispersed peoples build and maintain social networks across national borders. While doing so, we address the role of globalization in international migration processes. What motivates people to move long distances, often across several international borders and at considerable financial and psychological cost? How do migrants change—and how in turn do they bring change, social as well as economic, to new destinations as well as places left behind? This course examines politics and patterns of migration, transnational migration, and immigration to the United States.

**GEOG 3400 Urban Landscapes (4 Credits)**

Urbanization as a process; national urban systems; internal spatial structure of cities; role of transportation in urban development; location of residential, commercial and industrial activities; agglomeration economies; residential congregation and segregation; environmental justice; urban growth and growth coalitions; decentralization and urban sprawl; edge cities; impacts on the urban environment; world cities; globalization.

**GEOG 3420 Urban and Regional Planning (4 Credits)**

Historical evolution of planning theory and practices; comprehensive planning process; legal, political, economic, social, environmental aspects of urban planning; urban design; urban renewal and community development; transportation planning; economic development planning; growth management; environmental and energy planning; planning for metropolitan regions; national planning.

**GEOG 3425 Urban Sustainability (4 Credits)**

The 21st century is being called the 'century of the city.' Now more than ever, humans across the globe call the city their home. Many of the world's most pressing crises are manifest in cities, including: greenhouse gas emissions, land degradation, high mass production and consumption, widespread poverty and hunger, and expanding socio-economic disparities. As 'sustainability' becomes part of mainstream discourse, this course explores what sustainability means for urban contexts around the globe. Arguably, the city has the potential to be the most efficient, equitable, and environmental form of modern human settlement. Covering all dimensions of sustainability from a social science perspective, this course focuses on theoretical groundings, practices of urban sustainability, and new research agendas. Major topics include cities and nature; planning and land use; urban form; community and neighborhoods; transportation systems and accessibility; livelihood and urban economies; and social justice and the city.

**GEOG 3440 Urban Transportation Planning (4 Credits)**

A specialized course in the urban planning sequence focusing on issues, practices and policies of urban transportation planning. Recommended for anyone interested in timely transportation topics, such as the feasibility and impacts of light rail transit, the planning and implementation of highway projects, and the role of freight and passenger transportation companies in transportation planning.

**GEOG 3445 Sustainability and Transportation (4 Credits)**

Sustainable transportation aims at promoting better and healthier ways of meeting individual and community needs while reducing the social and environmental impacts of current mobility practices. Given the importance of transport for economic growth, the uncertainties surrounding the availability and price of future sources of energy for transport use, as well as the social and environmental externalities of currently-utilized transport modes, it is imperative that more sustainable ways of providing transportation be developed and utilized.

**GEOG 3610 Climatology (4 Credits)**

Climatology is the study of the processes that result in spatial and temporal variation of weather. This course introduces the student to the processes responsible for the transfer of matter and energy between the Earth's surface and the atmosphere and the average weather conditions that result. In addition, topics of global concern, such as greenhouse effect, El Nino, urban heat islands and acid rain, are discussed. Laboratory exercises provide an opportunity to investigate climate variation and climatic change through the use of a variety of computer simulations. Prerequisites: GEOG 1201, GEOG 1216, & GEOG 1264.

**GEOG 3640 Climate Change and Society (4 Credits)**

The science of anthropogenic climate change will be presented with an emphasis on critical evaluation of the evidence of climate change and future scenarios and migration strategies. Students will be introduced to the latest climate change research, including the Intergovernmental Panel on Climate Change report, and the most recent literature from the field. The societal and cultural implications of climate change will also be discussed. Prerequisites: GEOG 1201, GEOG 1216, or GEOG 1264.

**GEOG 3720 Mountain Environments and Sustainability (4 Credits)**

Mountain Environments and Sustainability explores the unique physical and cultural aspects of high relief and/or high altitude environments. Covering one quarter of the Earth's land surface, mountains directly or indirectly impact the lives of millions of people. We examine the significance of mountains to climate, water resources, and human activities, and discuss the sustainability of these environments and communities in light of rapid changes in many mountain regions resulting from anthropogenic factors and global change. GEOG 1201, 1202, and 1203 or instructor approval.

**GEOG 3750 Topics in Human-Environment Interactions (1-4 Credits)**

This course investigates various aspects of the relationships between human societies and the natural environment.

**GEOG 3755 Geography of Health (4 Credits)**

The geography of health is a thriving area of study that considers the impact of natural, built, and social environments on human health. This course introduces students to three geographical contributions to health studies. First, it emphasizes the importance of ecological approaches to health, which consider interactions between humans and their environments, including topics such as how climate change might influence disease distributions, and how the built environment can influence patterns of physical activity. A second focus is social theory, exploring how aspects such as race, socioeconomic status, and identity play a critical role in influencing human health. A third section of the course considers how spatial methods (cartography, GIS, and spacial statistics) can help answer health-related questions.

**GEOG 3800 Geography of Colorado (4 Credits)**

This course focuses on the physical and human geography of Colorado, a state that includes the western Great Plains, the southern Rocky Mountains, and the eastern Colorado Plateau. Colorado's varied natural landscapes provide equally varied settings for human settlement and resource use. Recommended Prerequisites: GEOG 1201, GEOG 1202, and GEOG 1203.



**GEOG 3835 Sustainability in South Florida: The Everglades and Florida Keys (4 Credits)**

South Florida represents a unique region in the United States and faces the challenge of trying to balance a tourist economy with protection of natural landscapes and resources. The region's significant sustainability challenges include: climate change (particularly sea level rise), invasive species, fisheries management, and landscape protection. This class uses a field-based case study approach to unpick some of these complex issues as we visit local sites and explore topics such as protecting native species, sustainable resource use, and ecotourism.

**GEOG 3870 Water Resources & Sustainability (4 Credits)**

In this course, we look at water as both a local and global resource and examine what sustainability means for human and ecological realms. After an overview of the physical processes that drive the hydrologic cycle, surface and groundwater hydrology, we examine how we humans have harnessed water for our use and how we both alter and treat its quality. We examine the legal aspects of water allocation in the U.S. and the groups and agencies that are most involved in managing and overseeing water issues. Finally, we examine the most pressing water "issues" related to wildlife, development, scarcity and conflict. We look forward to imagining the power of both the individual and the collective in meeting our future, global water needs.

**GEOG 3890 Ecological Economics (4 Credits)**

Ecological Economics is an emerging transdisciplinary endeavor that reintegrates the natural and social sciences toward the goal of developing a united understanding of natural and human-dominated ecosystems and designing a sustainable and desirable future for humans on a materially finite planet. In this course we start with a basic overview and summary of the neo-classical economic perspective with a particular focus on the recognized market failures of public goods, common property, and externalities. We begin with a reconceptualization of economic theory by imposing scientific constraints (e.g. conservation of mass and energy, the laws of thermodynamics, evolutionary theory, etc.). Using the ideas developed in this reconceptualization of economic theory we explore the implications for international trade and myriad public policies associated with the ethical, environmental, and economic aspects of sustainability.

**GEOG 4445 Sustainability and Transportation (4 Credits)**

Sustainable transportation aims at promoting better and healthier ways of meeting individual and community needs while reducing the social and environmental impacts of current and future mobility practices. Given the importance of transport for economic growth, the uncertainties surrounding the availability and price of future sources of energy for transport use, as well as the social and environmental externalities of currently-utilized transport modes, it is imperative that more sustainable ways of providing transportation be developed and utilized.

**GEOG 4930 Nicaragua: Development Dilemmas (4 Credits)**

This class takes students to post-revolutionary Nicaragua to examine the consequences of recent land grabs by foreigners and transnational companies. Students learn to operate in a country with minimal "western" infrastructure. They learn to examine developing landscapes (that is, resorts and tourism infrastructure) with new eyes and from the perspective of locals who have been left out of the development loop. By the end of the class, students begin to understand the "development game", begin to question the role of tourism in developing economies, begin to know how to interact with other cultures, and finally learn to question the landscapes we "see" and begin to peel back the layers to understand the social and physical evolution of the landscape before their eyes. This class takes an experiential approach and requires students to participate in a service learning experience. Service learning is defined as a course-based, credit bearing educational experience in which faculty, students, and community members participate in an organized service activity that addresses a self-identified community need. We work with several community-based and non-governmental organizations to ensure a good fit between community needs and student expertise.

**HIST 2710 From Sea to Shining Sea: Nature in American History to 1900 (4 Credits)**

In ways often hidden or ill understood, natural and environmental factors powerfully shaped the history of America from colonial times to the nineteenth century. In this course, we consider how natural resources like fish and forests became the basis for European empire-building; how colonists, Indians, slaves, settlers, and industrialists all acted to transform the landscapes and ecosystems of North America; and how ideas about nature helped mold the market economy and an emerging sense of American national identity. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2720 Paved Paradise? Nature and History in Modern America (4 Credits)**

Oil drilling and outdoor recreation, "medical miracles" and natural disasters, the making of national parks and suburban landscapes, and political battles over pollution, property rights, energy, wilderness, endangered species, and toxic waste all belong to the environmental history of the recent U.S. In this class we explore that history, weighing how Americans from the late nineteenth century to the present day have thought about nature, modified and made use of it, and competed for control of resources and land.

**HIST 3455 Living Dangerously: Hazards and Disasters in American History (4 Credits)**

Monster storms, deadly pandemics, climatic doomsday scenarios, tragic accidents like the Titanic: our news, popular culture, and national nightmares are filled with imagery of disasters. They make for upsetting and almost irresistibly gripping stories, but the stories too often fall into cheap sensationalism, simplistic morality tales, and other clichés. In this seminar, sweeping from pre-Columbian calamities to Hurricane Katrina, covid, and the climate disasters of our own time, we'll move past the clichés to consider the historical significance of disasters in America: how they've disrupted people's lives, but also reshaped ideas of what's "natural" or "normal." We'll ask: what roles have humans played in "natural" disasters like floods, droughts, wildfires, and earthquakes? How have Americans tried to guard against environmental hazards, and what unintended consequences—including new kinds of disasters—have resulted from these efforts? We'll also study why some people are more vulnerable than others, and how environmental hazards and disasters have helped shape social inequality. Disaster history not only sheds new light on America's past, but also intertwines it with environmental questions that are literally matters of life and death—so the class welcomes students of history, environmental studies, sustainability, politics and public policy, geography, and other fields too.



**INTS 2380 Comparative Development Strategies (4 Credits)**

Why do people in some countries have so much, while people in other countries lack basic necessities? This course explores the field of development economics, exploring the challenges improving quality of life in poor countries. We look at national-level indicators and explore theories of aggregate economic growth. But we also zoom in on particularly pernicious challenges, including health, education, the environment, agricultural transitions, demographic shifts, and human mobility. Students are invited to act as development practitioners themselves, developing skills in data analysis as well as grant writing.

**INTS 3630 Global Environment (4 Credits)**

The linkages between social change, economic change and alterations to ecosystems have been apparent, if not overtly acknowledged, throughout history. It was not until 1987, however, with the publication of *Our Common Future*, that such linkages were couched in terms of development and explicitly placed on the international development agenda. The idea appears simple—environmental change, patterns of social change and economic development, social and political factors operate together and impact local, national, regional and global ecosystems. But impacts of the change in any one sector are seldom confined within national boundaries. How then does one address environmental issues across different regulatory, political, institutional and geographic scales? This course examines the connectivity between diverse elements of our planet's ecosystem, explores how a change in one element can have immediate and long-term impacts across local and global territory, and looks at strategies to create greater harmony across environmental, social, political and economic interests. Prerequisites: INTS 1500 and INTS 1700.

**JUST 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with ANTH 2011 and RLGS 2011.

**LDRS 2400 Leadership and Sustainability in Belize (4 Credits)**

Every day, decisions are made by leaders in business, government, and non-profit settings that impact sustainability in its many forms. This course explores multiple meanings and interpretations of sustainability. The course location of Belize provides a perfect learning laboratory to examine how one country is attempting to balance the sometimes competing demands of economic, cultural, and environmental sustainability. Course activities include staying at a low-environmental impact conference center in the rainforest, visiting a model environmentally sustainable island community, hearing guest lectures from various country experts, and exploring Mayan ruins. Through these activities students examine the role that leadership plays in contributing to small and large scale sustainability efforts. Students must apply and receive instructor permission to register for this course.

**LGST 3450 Impact of Driverless Mobility: Business, Legal & Ethical Implications (4 Credits)**

Smartphones and personal computers have changed the world and how we live in it. Now, Driverless Vehicles are poised to profoundly reshape our transportation systems, real estate development, access to goods and services, and our collective ecological footprint. In our "Impact of Driverless Mobility" course, we will consider many of the broad implications of this disruptive technology, including, but not limited to, the many legal, ethical and business considerations. Prerequisite: LGST 2000.

**LGST 3701 Topics in Legal Studies (1-4 Credits)**

Exploration of various topics and issues related to business ethics and legal studies. Prerequisites: LGST 2000.

**MGMT 3100 Business Ethics and Social Responsibility (4 Credits)**

This course introduces students to ethical concepts, theories and issues as they relate to business and managerial decision making, including the social responsibilities of business. Case studies, group projects and lecture format. Cross listed with LGST 3100. Prerequisites: MGMT 2100 and admission to Daniels.

**PHIL 2180 Ethics (4 Credits)**

Alternative theories of morals and values, ethical problems and solutions offered by classical and contemporary thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2200 Social & Political Philosophy (4 Credits)**

Topics covered include the relation of the "social" to the "political," the nature and role of political ideology, issues in democracy and globalization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2346 Philosophy of Nature (4 Credits)**

This course will discuss the nature of nature, the ethics of nature, our knowledge of nature, the politics of nature, the history of the philosophy of nature, physics, and aesthetics. We will read, poetry, philosophy, and literature to pose and answer these questions.

**PHIL 2785 Environmental Ethics (4 Credits)**

A study of current issues and controversies regarding the natural environment from a variety of philosophical and ethical perspectives, including anthropological, animal rights, "land ethic," deep ecology, eco-feminism, and postmodern approaches.

**PHIL 3011 Great Thinkers: Virginia Woolf (4 Credits)**

In this course we will read Virginia Woolf as a philosopher. We will discuss her philosophy of nature, knowledge, art, politics, science, sensation, gender, and materialism throughout her fiction and non-fiction writings.

**PHYS 2610 Physics of Climate (4 Credits)**

The course will examine energy from the sun and how it flows into the land, atmosphere, and oceans and then out to space, and how that regulates the average temperature of Earth (and other planets). Emphasis will be placed on the carbon cycle of the Earth and related topics: atmospheric chemistry of greenhouse gases, forests and phytoplankton, weathering, glaciers, paleontological climate, and the formation of ancient hydrocarbons. Algebra will be used in the class. A 1000-level NSM course or permission of the instructor is required.

**PHYS 3350 Physics and Information (4 Credits)**

Students in Physical Sciences are often well versed in the art of model building but less so in the process of model-selection when multiple models can describe the same data. Students rarely learn tools beyond curve fitting and least square error minimization for model selection. Consequently, students are often unaware of the scope of different tools and fail to make judicious choice of algorithms/theories when faced with diverse problems. For example, building a model from data is very different from generating data (stochastic or deterministic) from a model. Next consider two contrasting challenges of model building i) when there is limited data vs ii) when there is too much data. For the first problem – inferring models from limited data – the solution can be traced back to Boltzmann's formulation of Statistical Physics describing motion of atoms. The connection between Information theory, Inference and Boltzmann's description, however, is often overlooked in introductory or even advanced classes in Physics, and Statistics. Studying these similarities can unlock novel solutions for problems well outside of thermodynamics, even as far as Image processing, Biology and Network science. Inference also requires us to appreciate fundamental topics in Probability – difference between frequentist and non-frequentist approach, Bayesian formalism – that are rarely taught to physical scientists, life scientists or engineers. At the other extreme, faced with data deluge, we routinely ask: how do we make sense of too much data? We use clustering, PCA, Neural Networks. In this course we will discuss and connect all these seemingly disparate concepts and apply them – at the appropriate context – to diverse problems in Physics, Chemistry, Biology and beyond. In the process we will gain an in-depth knowledge about commonly heard but perhaps less understood topics such as: Entropy, Likelihood maximization, Bayesian statistics, PCA, Classification algorithms, and Neural Networks. We will also address another often overlooked but fundamental and fascinating topic, biology's inherent ability to encode and decode information. Currently there is no such course that address all these topics in Information and Data Science in a unified manner – deeply connecting their formal basis, regime of applicability – grounded on physical principles, with a forward looking approach towards application in many areas well outside of traditional sciences. A lot of learning in the course will happen 'on the fly', where the tools and application problems are learnt as needed. Prerequisites: Calculus I, Calculus II, and at least two other courses focusing on application of mathematics to problems in physics/chemistry/biology or engineering. Example of this course can be University Physics, Modern Physics, Biostatistics, Differential Equation, Linear Algebra, Computational Physics, or other equivalent courses (upon Instructor approval).

**PLSC 2840 International Law & Human Rights (4 Credits)**

This course explores the role that international law plays in promoting human rights. Why did states first commit to international human rights protections after the Second World War? Why did states voluntarily surrender their sovereignty by signing and ratifying human rights treaties that limit their freedom to act domestically? Does this international law influence governments' human rights practices? Who enforces international human rights law? Which countries are leaders or laggards when it comes to international human rights? This course can count toward the sub-field requirement for PLSC majors in either law or comparative/international politics.

**RLGS 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with ANTH 2011 and JUST 2011.

**SJUS 2010 Social Justice: Exploring Oppression (1,2 Credit)**

This course critically examines ideas, figures, and texts from the social justice tradition, allowing students the opportunity to develop a deeper understanding of the broad philosophical and historical contexts in which their own social justice efforts take shape. Particularly focused on racial justice, this course also lays the foundation for work that Social Justice LLC students will do in their second and third quarters, as well as work they will do in the Denver community. Restricted to Social Justice LLC students.

## Theatre

Office: Johnson McFarlane Hall

Mail Code: 1903 E. Iliff Ave. Denver, CO 80208

Phone: 303-871-2518

Email: theatre@du.edu

Web Site: <https://liberalarts.du.edu/theatre> (<https://liberalarts.du.edu/theatre/>)

**An artistic home where students expand their perspectives**

Students who take classes in the Department of Theatre become part of a close-knit community engaged in every aspect of theatre. DU theatre majors do it all: write, design, build, act, direct, manage and produce. Our hands-on approach gives students a broad perspective—one that will help them develop creative problem-solving skills to take with them into their careers.

## Engaged faculty

We credit the success of our program largely to our highly engaged faculty members. When not teaching or in production here on campus, many collaborate with a variety of local, regional and national theatre companies.

## A hands-on experience

There are many ways to learn theatre at DU—in class, in rehearsal, on stage and backstage. Our students are the heart of the program, providing the actors, technicians and publicity for each production.

## Intensive study

Students begin by developing a solid foundation in all the aspects of theatre and can focus on one area of emphasis in their third or fourth year—anything from performance to design to management to directing.

# Major

## Bachelor of Arts Major Requirements

(183 credits required for the degree (p. 92))

Minimum of 48 credits to include the following:

Code	Title	Credits
<b>First/Second year priorities</b>		
THEA 1861	Theatre Imagination	4
THEA 1862	How to Read a Play	4
THEA 1600	Stagecraft for Theatre	4
THEA 1880	Fundamentals of Theatre Design	4
<b>Production</b>		
THEA 1200 & THEA 1300	Tech Studio and Costume Studio <sup>1</sup>	4
THEA 1400	Production Performance Studio <sup>2</sup>	0
<b>Acting</b>		
THEA 2870	Acting I	4
<b>Design and Management</b>		
Select one of the following:		4
THEA 2880	Scene Design I	
THEA 2881	Lighting Design I	
THEA 2882	Costume Design I	
THEA 2883	Sound Design I	
THEA 3760	Stage Management	
<b>Directing</b>		
THEA 2885	Directing I (Prerequisite: THEA 1861, THEA 1862, THEA 2870)	4
<b>History</b>		
THEA 2890	Theatre History I	4
THEA 2891	Theatre History II	4
<b>Senior Capstone Production</b>		
THEA 3861	Junior Seminar	2
THEA 3862	Practicum in Theatre <sup>3</sup>	2
<b>Electives</b>		
4 additional THEA credits of the student's choosing (2000 level or higher)		4
<b>Total Credits</b>		<b>48</b>

<sup>1</sup> Combined total of 4 quarters is required. Students are required to take at minimum, 1 credit in THEA 1200 and 1 credit in THEA 1300. The remaining 2 credits can be selected from either of these courses.

<sup>2</sup> Five quarters required; two must be a crew position

<sup>3</sup> Enrollment in two sections of THEA 3862 Practicum in Theatre is required

## Secondary Major

### Secondary Major Requirements

45 credits. Same requirements as for BA degree.

## Minor

### Minor Requirements

Minimum of 24 credits to include the following:

Code	Title	Credits
<b>Required courses</b>		
THEA 1861	Theatre Imagination	4
THEA 1862	How to Read a Play	4
THEA 1880	Fundamentals of Theatre Design	4
THEA 2890 or THEA 2891	Theatre History I Theatre History II	4
THEA 1200	Tech Studio	1
THEA 1300	Costume Studio	1
THEA 1400	Production Performance Studio <sup>1</sup>	0
<b>Electives</b>		
6 additional THEA credits of the student's choosing (at least 2000 level or higher)		6
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> Three quarters required; one must be a crew position

### Requirements for Distinction in the Major in Theatre

The purpose of granting Distinction in Theatre is to recognize outstanding student work in the Department's courses of study and in its production processes.

Students awarded Distinction will have demonstrated the qualities of professional work in their field.

For example, a scene designer will have demonstrated the ability to work in a collaborative manner. An actor will have demonstrated the ability to attend rehearsals on time and be properly prepared/warmed up. If there are any questions about this, or about any other aspect of the Departmental Distinction process, be sure to communicate with faculty about expectations.

The Department of Theatre may award Distinction in more than one area, but the same show cannot be counted toward Distinction in both areas.

The official "Departmental Distinction" designation appears in two places: the student transcript and the commencement program.

#### To apply

- Submit a letter of intent to the Departmental Chair via email
- Include a completed checklist of the requirements
- Also include any supporting comments/notes/details, as needed

#### Deadline

- End of the 2<sup>nd</sup> week of the final quarter before the candidate's graduation

**Note:** Fulfilling the requirements listed below does not automatically grant Departmental Distinction to the candidate. The faculty has the final say as to whether the work is of sufficient quality to earn this designation.

#### Requirements for Distinction, by area:

**Note:** Departmental production = fully-produced show, part of the department's mainstage season, directed by faculty or professional guest artist. For the purposes of Distinction, "departmental" productions do not include class projects, independent projects, senior capstones, or staged readings.

*This excludes Senior Capstones and other student productions.*

#### DESIGN

- Design one departmental production and five other productions that aren't part of a class requirement
- Complete a Directed Study with faculty mentors as an Assistant Designer

- Compile a portfolio in consultation with your Design advisor; make a formal presentation for faculty review
- 3.7 GPA in at least five design and technology classes at the 2000 or 3000 level

**ACTING**

- Act in six productions, at least four of which must be departmental
- 3.7 GPA in at least five Acting classes

**DIRECTING**

- Assistant-direct one departmental production (faculty or guest professional director)
- Direct two productions (that are not part of a class or practicum assignment; can be on campus or off; staged readings are not considered productions)
- Complete two Independent Studies with faculty mentors in Directing or Directing-related areas
- 3.7 GPA in both Directing 1 and Independent Studies

**PLAYWRITING**

- Have a play produced as a departmental or off-campus production, or have three works developed at DU through staged readings, talkbacks and rewrites
- 3.7 GPA in playwriting and two dramatic literature classes

**THEATRE HISTORY**

- Complete a written thesis (research or production-related)
- 3.7 GPA in all Theatre History classes and two others in History, Art History or Cultural Studies

**STAGE MANAGEMENT**

- Stage manage or assistant stage manage five productions: three departmental and two others
- Complete a professional production internship
- Compile a portfolio in consultation with your Stage Management advisor; make a formal presentation for faculty review
- 3.7 GPA in Stage Management, Directing, and one design class at the 2000 or 3000 level

**DRAMATURGY**

- Dramaturg three departmental productions
- 3.7 GPA in five classes chosen from Theatre History or Dramatic Literature, including seminars, Shakespeare, etc.

**THEATRE**

- Complete a written thesis in the senior year under the supervision of a Theatre faculty mentor (may be completed with Independent Study hours and/or PINS)
- 3.7 GPA in all Theatre classes

**OTHER GUIDELINES ABOUT DISTINCTIONS:**

- We may award distinction in more than one area, but the same production or project cannot be listed for multiple awards.
- For instance, if a student wants distinction in both directing and stage management, he or she must participate in four departmental productions in addition to the other respective requirements listed.
- "Departmental" refers to the major production(s) each quarter, directed by a faculty member or guest artist. This excludes senior projects and independent student productions.

**BA in Theatre**

The following course plan is a sample quarter-by-quarter schedule for intended majors. Because the bachelor of arts (p. 92) curriculum allows for tremendous flexibility, this is only intended as an example; that is to say, if specific courses or requirements are not available in a given term, students can generally complete those requirements in another term. More importantly, students should focus on exploring areas of interest, including Common Curriculum requirements and possible minors or second majors, and maintaining a course load which will allow for completion of the degree within four years.

Ideally, Common Curriculum (p. 88) requirements other than Advanced Seminar should be completed during the first two years. Students should anticipate taking an average course load of 16 credits each quarter.

Ways of Knowing courses in the areas of Analytical Inquiry: Society and Culture (p. 44) and Scientific Inquiry: Society and Culture (p. 83) introduce students to University-level study of disciplines in the arts, humanities and social sciences. Credits earned in Ways of Knowing courses may also apply to a major or minor.

The sample course plan below shows what courses a student pursuing this major might take in their first two years; beyond that, students should anticipate working closely with their major advisor to create a course of study to complete the degree.

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
FSEM 1111	4	WRIT 1122	4	WRIT 1133	4
THEA 1861	4	THEA 1862	4	THEA 1200, 1300, or 1400	1
THEA 1880	4	Minor or Elective	4	SI Society	4
Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4	Language sequence OR SI Natural sequence	4
				Minor or Elective	4
	16		16		17

Total Credits: 49

#### **THEA 1010 Stage Movement & Dance (1 Credit)**

Movement class for dancers and non-dancers alike. Topics may include Stage Combat, Broadway, Period Movement, Tai Chi, Masks & Storytelling, World Dance Styles, Movement Analysis, etc. Check with department for quarterly offerings.

#### **THEA 1011 Stage Movement & Dance (1 Credit)**

Movement class for dancers and non-dancers alike. Topics may include Stage Combat, Broadway, Period Movement, Tai Chi, Masks & Storytelling, World Dance Styles, Movement Analysis, etc. Check with department for quarterly offerings.

#### **THEA 1012 Stage Movement & Dance (1 Credit)**

Movement class for dancers and non-dancers alike. Topics may include: Stage Combat, Broadway, Period Movement, Tai Chi, Masks & Storytelling, World Dance Styles, Movement Analysis, etc. Check with Department for quarterly offerings.

#### **THEA 1200 Tech Studio (1 Credit)**

Tech studio is a basic course in the principles of scenic construction and preparation for department productions: hands-on training and application of technical theatre skills. Includes scenic construction, properties crafts, sound engineering, lighting electrics, scene painting, and related theatrical design elements, as defined by the needs of the departmental production season. Special emphasis on developing core competencies within a framework of professionally-modeled safety protocols.

#### **THEA 1300 Costume Studio (1 Credit)**

Costume Studio is a basic course in the principles of costume construction and preparation for departmental productions: hands-on training and application of costume building skills. Includes sewing, patterning, draping, tailoring, dyeing, maintenance/upkeep, and related skills necessary to the successful realization of the costume design process within the context of the departmental production season. Special emphasis on developing core competencies within a framework of professionally-modeled safety protocols.

#### **THEA 1325 Costume Tech Bootcamp: Construction Skills & Craft Intensive – Introduction to Pattern & Fit (1 Credit)**

The intention of this garment-building intensive is to introduce and solidify certain foundational technical skills and craft competencies of early-career costume students, so that they may take their costume or fashion design studies to the next level. Through an aggressive series of exercises and projects focused on patterning and fit technique, in a hands-on studio setting, students will finish the week of instruction with a skills portfolio prepared according to industry standards as set forth by the United States Institute for Theatre Technology Costume Commission. Specialized technique, proper and safe operation of industrial equipment, historical construction practices and 3-dimensional interpretation and pre-visualization are all topics for inclusion. The exact makeup and focus of study will be determined by the interests of the group.

#### **THEA 1400 Production Performance Studio (0 Credits)**

Production Performance Studio is a course that provides hands-on training and application of acting and/or production performance skills. Includes acting, stage management, directing, designing, light/sound board operations, stage crew, wardrobe, and related roles in the production and performance process, applied within the context of departmental productions. Builds upon the foundation provided by departmental courses. Audition and/or faculty permission required for enrollment.

#### **THEA 1600 Stagecraft for Theatre (4 Credits)**

Stagecraft introduces students to the basic skills that allow us to realize the art of Theatre. Students will have the chance to learn construction, craft and design skills in the scenic and costume areas that can be applied in advanced Theatre classes, and in everyday life. Theatre technicians and artisans need breadth and problem-solving skills with a wide range of techniques and materials, and an awareness of the performance from all aspects. Having technical awareness makes all students better at what they do. 1. Learn through doing: experience the work of the theatre technician through complex hands-on projects in which the students have opportunities to work as craftsman and artist. 2. Learn and use the fundamental vocabulary and tools of design, as they apply to theatre production 3. Learn about -and experience creating- following the process that theatre technicians use to create multi-phase artistic projects. 4. Be introduced to the intersection of theatre design and theatre production as we practice it today in the profession- personnel, practices, the collaborative nature of the art form and our industry. 5. Students will learn safety practices, including personal protection equipment, fire code, safe tool handling, and environmental health and safety practices for the beginning artist. 6. Students will learn to use power tools, including saws, sanders, pneumatic tools and hand tools. 7. Students will learn techniques for hand and machine sewing. 8. Students will learn to select materials and techniques to build projects. 9. Students will plan a project from idea to scaled drawing to realizing the project using power and hand tools. 10. Students will learn painting techniques, and plan and execute a multi-step painted surface. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**THEA 1810 The Process of Theatre: Page to Stage (4 Credits)**

Exploration of the process playwrights, directors, actors, and designers use in creating a theatrical production. Individual sections may focus on single areas only—please see department for current offerings. In this course, students will demonstrate the ability to create or interpret the texts, ideas or artifacts of human culture. They will also identify and analyze the connections between these things and the human experience/perception of the world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1861 Theatre Imagination (4 Credits)**

Beginning exploration of nature of theatricality through exercises and study of specific plays; explore acting, directing, designing and writing. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1862 How to Read a Play (4 Credits)**

Close analysis of selected dramatic texts from Aeschylus to Caryl Churchill. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1880 Fundamentals of Theatre Design (4 Credits)**

The work of the theatre designer is to transform a text into visual and aural expression, by planning and creating the physical environment of a live performance. Students will learn about – and learn appreciation for – theatre design in order to be better theatre artists (and audience members) themselves, through the applied practice of designing a "paper" production, collaboratively with a small team. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1988 Study Abroad Resident Credit (0-18 Credits)****THEA 2200 Voice for the Actor (4 Credits)**

In this course we learn the art and craft of compelling communication. All speakers are nervous; in this course we develop skills for managing the nerves associated with public speaking as well as learn analytical skills for unearthing and sharing complicated, and uncomplicated, text. We spend a good amount of time and effort diving into vocal training to harness the power of your voice, cultivating clarity and resonance. We explore and play with rhetorical analysis, learning to decode and employ persuasive techniques. We study and embody the intricacies of meaning-making, learning how to craft messages that resonate with authenticity and impact. All public speaking is storytelling and in this class we discover the nuances that captivate audiences and breathe life into narratives. Whether you're stepping onto the stage or addressing a crowd, this course equips you with tools to communicate clearly. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2230 Movement and Voice for Actors (4 Credits)**

Actors often learn movement and vocal training separately, despite the fact that speaking is a physical act and that an actor's voice and body are constantly working in relationship to each other. This course has two main objectives: 1) to train your actor instrument through rigorous physical and vocal training, and 2) to help you understand the essential and dynamic relationship between an actor's breath, body, and voice. You'll explore how physical actor training strengthens and improves the ability to speak while ultimately allowing you to embody a character more successfully. Drawing from many areas of study in movement and voice, you will connect physical and vocal action through a series of exercises and explorations. Specifically, we'll investigate 1) how to prepare your body for performance circumstances and to successfully support your vocal needs, and 2) how your body and voice can work symbiotically during performance to deliver a more powerful, precise, engaging performance. The course will begin with extensive physical and vocal actor training; then we'll apply this training to specific theatrical texts; it will culminate in a collaborative performance that will provide opportunities for both individual and group performances. This work will strengthen stage presence and characterization and will heighten your emotional and physical power and commitment to each moment onstage. By the end of the quarter, if you do the work, you will be vocally and physically transformed, armed with a new approach to moving and speaking onstage. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2870 Acting I (4 Credits)**

Exploration of acting through physical and vocal exercises, followed by scene study. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2871 Acting I (4 Credits)**

Exploration of acting through physical and vocal exercises, followed by scene study.

**THEA 2880 Scene Design I (4 Credits)**

Exploration of methods, techniques and procedures involved in transforming scenic concepts into actual practice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2881 Lighting Design I (4 Credits)**

Exploration of methods, techniques and procedures involved in transforming lighting concepts into actual practice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2882 Costume Design I (4 Credits)**

Exploration of methods, techniques and procedures involved in transforming costume concepts into actual practice.

**THEA 2883 Sound Design I (4 Credits)**

Exploring methods, techniques and procedures involved in transforming sound effects/sound design into actual practice.

**THEA 2884 Theatre Management (4 Credits)**

Theatre Management examines the process and systems of running and supporting an arts organization. Through case studies and collaborative work, the class explores strategies for creating mission-driven, sustainable models that mutually benefit artists, audiences and arts organizations.

**THEA 2885 Directing I (4 Credits)**

Theory and practice of staging plays. Prerequisites: THEA 1861, THEA 1862, THEA 2870.

**THEA 2890 Theatre History I (4 Credits)**

This course examines the development of Western theatre and drama from the Ancient Greeks to the 19th-Century, concentrating on the intellectual, social and artistic foundations of theatre and drama. The course is designed to engage theatre from its theatrical, social, cultural, and historical contexts. The lecture-discussion format of this course is intended to foster an active engagement among the students with the theatre and drama of the past. Through in-class readings, discussions of the readings, written assignments, and presentations, students are encouraged to consider the material under investigation from sociohistorical and theatrical perspectives, as well as from the material's relation and relevance to the present. The focus is on theatre and drama representative of the major styles, authors, and genres from Fifth-Century B.C.E. into the early 19th-Century. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2891 Theatre History II (4 Credits)**

This course examines the development of Western theatre and drama from the 19th-Century to the present. Concentrating on the intellectual, social and artistic foundations of theatre and drama, this course is designed to engage theatre from its theatrical, social, cultural, and historical contexts. The lecture-discussion format of this course is intended to foster an active engagement among students with the theatre and drama of the past. Through in-class readings, discussions of the readings, written assignments, and presentations, students are encouraged to consider the material under investigation from sociohistorical and theatrical perspectives, as well as from the material's relation and relevance to the present. The focus is on theatre and drama representative of the major styles, authors, and genres from the 19th-Century to the present. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2893 History of Global Fashion Trends (4 Credits)**

In this course, students will study global fashion trends throughout human history. We will delve into how and why humans choose to cover their bodies, investigate how our contemporary fashion marketplace is affecting the planet at large, and analyze how contemporary artists influence our perceptions of global fashion.

**THEA 2988 Study Abroad Resident Credit (0-18 Credits)****THEA 3700 Topics in Theatre (1-4 Credits)****THEA 3701 Topics in Theatre (1-4 Credits)****THEA 3702 Topics in Theatre (1-4 Credits)****THEA 3703 Topics in Theatre (1-4 Credits)****THEA 3704 Topics in Theatre (1-4 Credits)****THEA 3711 Playwriting (4 Credits)**

Introductory course designed to provide students with the necessary tools to create dramatic texts for reading and performance. Through textbook and published play reading assignments engineered to highlight successful practices, and exercises devised to tap into different modes of creative generation, students will discover different methodologies for developing new work for the stage.

**THEA 3760 Stage Management (4 Credits)**

Survey, exploration, and application of the component parts of the stage manager's role, based upon current methods practiced by professional theatre companies in the United States. Stage managers facilitate the creation of a fully-realized work of theatrical art, born of the collaboration of numerous artists, craftspeople and technicians.

**THEA 3861 Junior Seminar (2 Credits)**

Roundtable discussions of play-selection, production requirements and creative strategies taken the year prior to the Senior Practicum Project (THEA 3862). Additionally, students will consider their post-graduation goals and receive practical advice on advanced studies or a career in the theatre.

**THEA 3862 Practicum in Theatre (1 Credit)**

Senior capstone project synthesizing all aspects of the BA program. As a "principal artist" (actor, director, designer, playwright, etc.) on a production of the student's choosing, each graduating senior will be given the chance to put "theory into practice" and fully mount a play for an audience.

**THEA 3865 Seminar in Dramatic Literature (4 Credits)**

Selected problems and periods.

**THEA 3870 Acting II (4 Credits)**

Continuing exploration of acting through text analysis, scansion, vocal technique and scene presentation. Prerequisite: THEA 2870.

**THEA 3873 Acting III (4 Credits)**

Advanced exploration of acting through scene study, intense physical and vocal work and rehearsal techniques. Prerequisites: THEA 2870, THEA 3870.

**THEA 3883 Stage Makeup (2 Credits)**

Hands-on instruction in application and design of theatrical makeup.

**THEA 3884 Scene Painting (4 Credits)**

Exploration of two- and three-dimensional techniques for painting stage scenery.

**THEA 3980 Theatre Internship (1-12 Credits)**

Internships in theatre include everything from front of house jobs to acting on stage. Internships can be for any entertainment related field and include theme parks, cruise ships and regional theatres.

**THEA 3988 Study Abroad Resident Credit (0-18 Credits)****THEA 3991 Independent Study (1-10 Credits)**

In-depth exploration of a specific topic or project of the student's choosing, undertaken in consultation with and under the close supervision of a faculty advisor. These courses may also be taken in preparation for an honor's thesis in any theatrical discipline.

## Urban Studies

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The urban studies minor offers a broad, interdisciplinary introduction to the urban social and material environment. Students learn about the history of urban society in the United States and other parts of the world, different approaches to understanding the contemporary city and its problems, and the role of urban politics, economics, and culture in shaping city life. The minor provides an excellent accompaniment to a number of academic majors including Anthropology, Geography, History, Real Estate, and Sociology. It also provides excellent synergies with other interdisciplinary minors, such as Sustainability and Critical Race and Ethnic Studies. The Urban Studies minor prepares students for advanced study and professional careers that require thoughtful urban analysis and advocacy.

Professor Dean Saitta (Anthropology) serves as the advisor for the urban studies minor.

## Minor Requirements

24 credits. No more than 8 credits selected from any one discipline (listed below) may be applied toward the minor. Exceptions to this rule may be made based on circumstances. Students customize their program by selecting courses that fit with their particular interests. There are no required courses. The courses listed below are only some of the courses that are relevant to the minor. Courses having urban studies content in any department listed below or in any other department on campus may be used for Urban Studies credit pending approval by the program director.

Code	Title	Credits
<b>Anthropology</b>		
ANTH 3040	Anthropologies of Place	4
ANTH 3500	City and Society	4
ANTH 3510	The Ancient City	4
<b>Communication Studies</b>		
COMN 1700	Fundamentals of Intercultural Communication	4
<b>Economics</b>		
ECON 3590	Urban Economics	4
<b>Geography</b>		
GEOG 3400	Urban Landscapes	4
GEOG 3420	Urban and Regional Planning	4
GEOG 3440	Urban Transportation Planning	4
GEOG 3425	Urban Sustainability	4
GEOG 3445	Sustainability and Transportation	4
GEOG 3940	Urban Geography Seminar	4
<b>History</b>		
HIST 1520	Immigrant Voices in Modern America	4
HIST 3100	Cities and Society in Latin America	4
HIST 3680	The Strange History of American Suburbia	4
<b>Real Estate</b>		
REAL 1700	Fundamentals of Real Estate and the Built Environment	4
<b>Sociology</b>		
SOCI 2140	Urban Sociology	4
SOCI 2190	American Communities	4
SOCI 2320	Race and Ethnic Relations	4

SOCI 2420	Social Inequality	4
SOCI 2500	Schooling and Society	4
SOCI 2650	Sociology of Immigration	4
SOCI 2655	Latina/os in American Society	4
<b>Other courses may work pending approval of the Director.</b>		

#### **ANTH 3040 Anthropologies of Place (4 Credits)**

This class is an exploration of the relationship between people and places from an anthropological viewpoint. We concern ourselves with a variety of ideas about place, emphasizing not just how places are used, but how they infuse themselves into the lives, histories and ethics of those who interact with them. The course readings include book-length anthropological case studies interspersed with interdisciplinary readings about place and landscape. The course includes seminar-style discussions of readings, workshops and observations in the field. On several occasions, we take our class on the road, working together to think about how people and place interact. By the end of the class, each student creates his or her own anthropology of a place. Must be junior standing or above.

#### **ANTH 3500 City and Society (4 Credits)**

Examines the recent past and future of the city as a human built environment that reflects and reproduces social, political, economic, and cultural forces and ideals. Begins with the origin of 'modern' cities in the 19th century and ends with contemporary urban landscapes. Analysis is focused on both the technologies (physical qualities) and aesthetics of urban form. Emphasis is on re-imagining urban design to meet the social equity, cultural diversity, and environmental sustainability challenges of 21st century city life.

#### **ANTH 3510 The Ancient City (4 Credits)**

The archaeological study of ancient cities around the world is a booming and controversial area of research. This course investigates what we know about the nature of the earliest cities in the great original cradles of civilization: Mesopotamia, Asia, Africa, and the Americas. Our focus is on how the first cities were planned, built, and experienced by citizens.

#### **COMN 1700 Fundamentals of Intercultural Communication (4 Credits)**

This course explores the fundamental concepts and issues in intercultural communication. We will examine the complex relationship between culture and communication from different conceptual perspectives and consider the importance of context and power in intercultural interactions. In addition to learning theory and applying different approaches to the study of intercultural communication, this course asks that you consider your own cultural identities, values, beliefs, assumptions, worldviews, etc. through participation in class discussions. Our discussions will enhance self-reflection, critical thinking, and your own awareness to the complexity of intercultural communication. You can expect that your classmates possess varying perspectives about the materials being covered in class. We will work hard to help everyone develop their perspective and voice, embracing such factors as cultural background, race, class, gender, and sexuality.

#### **ECON 2101 Urban Economic History Through Cinema (4 Credits)**

We have recently passed the threshold where more than half of the population globally is living in urban areas. Perhaps more striking is that in 1850 only 3 cities (London, Beijing and Paris) had populations that exceeded a million people, while today there are over 300 such cities, with the largest city, Tokyo, having nearly 40 million inhabitants. Coincidentally, the growth in urban areas coincided with the emergence of cinema. In the popular imagination cities have been sites of both promise and terror and this has been well captured in movies since the early 20th century. This course will consider the economic cycle of cities from the early 20th century to the present as seen through film representations. While the films we will watch are works of art this is not a course on film appreciation. What we are interested in is how the emergence of large clusters of people living together in relatively small areas is being depicted over time. Furthermore, we want to understand how the economic arrangements that define these clusters, these cities, are documented and provide a new way of thinking about how humans decide to live and work in common spaces.

#### **ECON 3590 Urban Economics (4 Credits)**

Covers topics and issues of economic growth and decline in metropolitan areas, emphasizing urban economic issues. A broad range of policy areas is discussed, including labor market policy, welfare reform, housing policy, racial segregation, transportation, and environmental policy, among others. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

#### **GEOG 2401 The Human Population (4 Credits)**

This course covers the fundamental concepts of demography with an emphasis on its relevance to inquiry in disciplines including economics, business, geography, environmental science, political science and sociology. This course includes computer laboratory work involving the exploration and analysis of census data using geographic information systems This course counts toward the Scientific Inquiry: Society and Culture requirement.

#### **GEOG 2430 World Cities (4 Credits)**

The study of world cities from a geographical perspective emphasizes the following general topics: 1) worldwide urbanization and globalization processes; 2) the study of cities as nodes within global, regional, and national urban systems; 3) the internal spatial structure of land uses within cities; 4) the spatial dimensions of economic, social, political, and cultural processes in cities; and 5) environmental elements, involving human interrelationships with the natural environment in an urban setting. Urban patterns and processes are examined in each of the world's major regions, including in-depth analysis of focus case study cities.

**GEOG 3340 Geographies of Migration (4 Credits)**

This course explores contemporary movement of people across international borders and the social, cultural, political, economic, and environmental repercussions of such movements. The class looks at the global flow of people across national boundaries and the ways in which these dispersed peoples build and maintain social networks across national borders. While doing so, we address the role of globalization in international migration processes. What motivates people to move long distances, often across several international borders and at considerable financial and psychological cost? How do migrants change—and how in turn do they bring change, social as well as economic, to new destinations as well as places left behind? This course examines politics and patterns of migration, transnational migration, and immigration to the United States.

**GEOG 3400 Urban Landscapes (4 Credits)**

Urbanization as a process; national urban systems; internal spatial structure of cities; role of transportation in urban development; location of residential, commercial and industrial activities; agglomeration economies; residential congregation and segregation; environmental justice; urban growth and growth coalitions; decentralization and urban sprawl; edge cities; impacts on the urban environment; world cities; globalization.

**GEOG 3410 Urban Applications in GIS (4 Credits)**

This course uses the tools of geographic information systems (GIS) to explore concepts of traditional urban geography, including defining cities/metropolis, internal urban structures, urban systems, industrial location, social and residential patterns, urban form, environmental problems, and urban planning. The course allows students to practice fundamental skills in GIS (e.g., working with attribute tables, spatial analysis, spatial queries) and cartography (map design, color theory, display of information). Depending on the quarter, students pursue individual projects of interest or client-based projects. Prerequisite: GEOG 2100 or GEOG 3100 or equivalent.

**GEOG 3420 Urban and Regional Planning (4 Credits)**

Historical evolution of planning theory and practices; comprehensive planning process; legal, political, economic, social, environmental aspects of urban planning; urban design; urban renewal and community development; transportation planning; economic development planning; growth management; environmental and energy planning; planning for metropolitan regions; national planning.

**GEOG 3425 Urban Sustainability (4 Credits)**

The 21st century is being called the 'century of the city.' Now more than ever, humans across the globe call the city their home. Many of the world's most pressing crises are manifest in cities, including: greenhouse gas emissions, land degradation, high mass production and consumption, widespread poverty and hunger, and expanding socio-economic disparities. As 'sustainability' becomes part of mainstream discourse, this course explores what sustainability means for urban contexts around the globe. Arguably, the city has the potential to be the most efficient, equitable, and environmental form of modern human settlement. Covering all dimensions of sustainability from a social science perspective, this course focuses on theoretical groundings, practices of urban sustainability, and new research agendas. Major topics include cities and nature; planning and land use; urban form; community and neighborhoods; transportation systems and accessibility; livelihood and urban economies; and social justice and the city.

**GEOG 3440 Urban Transportation Planning (4 Credits)**

A specialized course in the urban planning sequence focusing on issues, practices and policies of urban transportation planning. Recommended for anyone interested in timely transportation topics, such as the feasibility and impacts of light rail transit, the planning and implementation of highway projects, and the role of freight and passenger transportation companies in transportation planning.

**GEOG 3445 Sustainability and Transportation (4 Credits)**

Sustainable transportation aims at promoting better and healthier ways of meeting individual and community needs while reducing the social and environmental impacts of current mobility practices. Given the importance of transport for economic growth, the uncertainties surrounding the availability and price of future sources of energy for transport use, as well as the social and environmental externalities of currently-utilized transport modes, it is imperative that more sustainable ways of providing transportation be developed and utilized.

**GEOG 4420 Urban and Regional Planning (4 Credits)**

The field of urban and regional planning is concerned with the future of cities, neighborhoods, metropolitan areas, and extended regions. How do local governments (cities, counties) and metropolitan planning organizations (regional planning agencies, councils of governments) work with community stakeholders (neighborhood associations, chambers of commerce, businesses, citizens, non-governmental organizations) to formulate plans that will guide the future development of a city and its region? Cities and their regions face numerous challenges including population and employment growth or decline, economic development, neighborhood vitality, housing availability and affordability, urban design, land use, transportation, sustainability, access to parks and open space, air quality, floodplain management, water resources, and social equity among many others. How places address these challenges is critical to the future health and livability of our cities, neighborhoods, metropolitan areas, and extended regions. This course will have a community-engaged service learning component. Community-engaged scholarship and teaching comprise intellectually and methodologically rigorous work that is grounded in the norms of democratic education: inclusiveness, participation, task sharing, reciprocity in public problem solving, and an equality of respect for the knowledge and experience that everyone involved contributes to education and community building. The specific service learning project for the class will be to assist the Metropolitan Denver Nature Alliance (Metro DNA) with its goal to increase the community's engagement with nearby nature by reviewing, analyzing, and collecting data from park/ open space plans of cities and counties in the Denver metropolitan area. Cross-listed with GEOG 3420.

**HIST 1110 Ancient Rome (4 Credits)**

This course examines the history and culture of Rome from earliest times to the death of Augustus in A.D. 14. We look at political and military developments of Rome as it went from a monarchy, a republic, and an empire. We also study social and cultural aspects of the Romans, who originally were simple pastoralists living along the Tiber but in time became rulers of the entire Mediterranean region. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1520 Immigrant Voices in Modern America (4 Credits)**

This United States has aptly been called "a nation of immigrants." In this course, we explore the immigrant experience of the last century by examining different forms of personal testimony—autobiographies, diaries, novels, personal correspondence, and oral histories. Listening to these various immigrant voices helps us to understand the processes at work as newcomers and their children (first- and second-generation immigrants) struggled to achieve economic stability and to define their identity as Americans. The course readings as well as the student projects are intended as instruments with which to assess the influence of old world customs, religion, education, work, gender and anti-immigrant prejudice in shaping the process of adaptation to American society. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2930 From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico (4 Credits)**

This course is an intensive examination of the past and present of one of the most fascinating cities in the world, Mexico City. Paying particular attention to space and place, we will examine the historical processes (political, intellectual, ecological, social, and cultural) that are manifest in the urban development of the megacity. By taking this class in Mexico City, students will be able to visit each of these locations, as well as several other significant museums and archaeological sites. Similarly, by engaging in an in-depth reflection structured along textual, visual, and in-sight materials and experiences, students will be invited to reflect about matters of change and continuity as well as how national socio-political trends are reflected in local contexts, thus also learning to reflect about the interpretive relationship between the micro-macro levels of analysis.

**HIST 3100 Cities and Society in Latin America (4 Credits)**

This course approaches the history of Latin America through the prism of its cities, paying particular attention to the ways in which the urban environment defined and was affected by the regional path of socio-economic and cultural development. In addition to examining how cities evolved, and how people have therein lived (worked, engaged in political activities, etc.), we seek to understand how cities were historically conceived as a primary focus of public policies and projects to the goal of modernization in the region.

**HIST 3680 The Strange History of American Suburbia (4 Credits)**

Everyone knows the emblems of American suburbia: single-family houses with attached garages, grassy lawns, curving streets and cul-de-sacs, office parks and shopping malls. But there's a history behind these settings that's poorly understood - that that is key to understanding much about the U.S. Suburbia sheds light on American popular attitudes toward nature, technology, health, politics, and patriotism, and on the complicated dynamics of race, gender, family, class, and religion in American society. In this course, we explore how the U.S. became a "suburban nation," from the Romantic retreats of the nineteenth century, through suburbia's triumphant yet troubled "golden age" in the 1950s, to the stereotype-shattering suburbs of our own time. We consider the surprisingly powerful ways suburbia history has shaped U.S. history more broadly.

**LDRS 2040 Leading Community Change (4 Credits)**

This course builds on the themes we began in the first-year PLP sequence. Specifically, we continue to expand your understanding of community, citizenship, and spheres of influence. Last year, you explored theories of leadership as well as your own assets and passions you carry into leadership. During the second-year course series we learn how to think strategically and act purposefully to make change happen in a larger context—the community. This course asks you to look at and practice leadership as a relational process that brings people together around common interests in order to effect positive change within institutions and/or communities. We will examine and practice key leadership concepts including self-interest, power, and collaboration. We will also practice specific leadership strategies, including 1-1 interviewing techniques, issue research, developing mission statements and action plans, and conducting community research. Prerequisites: LDRS 2017, LDRS 2018, LDRS 2019 and membership in the Pioneer Leadership Program (PLP), or permission of the PLP faculty.

**MFJS 2220 Popular Music and Social Justice (4 Credits)**

What makes popular music a powerful medium for us to "fight the power" and motivate social change, and what hinders it from achieving its full potential? This course examines a range of 20th and 21st century popular music (blues, folk, rock, hip-hop, musicals, etc.) to better understand the complex relationships between music and social (in)justices. Sitting at the intersection of critical media studies, critical race & ethnic studies, popular music studies, and project-based learning, this course examines an array of 20th and 21st century popular music (blues, folk, rock, hip-hop, pop, indie, etc.) to understand the complex relationships between music and social (in)justices.

**PLSC 2200 Politics of China (4 Credits)**

Napoleon Bonaparte allegedly said, "let China sleep, for when she wakes up, she will shake the world." Two hundred years later, China is indeed waking up, and the world is feeling the dragon's hot breath. In this class we will examine the fall and rise of the Chinese state, with a focus on its political and economic trajectories after the founding of the People's Republic of China (PRC) in 1949. Some of the key issues to be examined are: China's "economic miracle," when, if ever, will China democratize, its potentially explosive relations with Taiwan, its challenges to America's global hegemony, etc.

**PLSC 2450 Latinx Politics in the United States (4 Credits)**

Examines the history and contemporary role of the Hispanic/Latinx population in the U.S. political system, exploring themes including identity, racialization, immigration, social movements, public opinion, political behavior, and public policy.

**PLSC 2825 The Politics of Rights (4 Credits)**

This course examines rights and rights-claims as complex and contingent resources for political actors. The class aims at equipping students to be better able to identify, understand, and critically evaluate how, why, and to what end rights claims are used in politics. Particular attention is paid to social and political movements that use rights-claims, as well as the various advantages, limitations, and problems that can accompany rights-based political appeals. Prerequisite: sophomore standing or above.



**REAL 1700 Fundamentals of Real Estate and the Built Environment (4 Credits)**

An exploration of the importance of real estate and the built environment through triple bottom line analysis of its social, environmental, and economic impacts. The course considers a "cradle to cradle" sustainability model that links the various phases, functions, and professions of real estate, project delivery, and asset/facility management to create holistic, value-generating solutions for society. Professional practices/skill sets associated with the many career options that engage the built environment are demonstrated. Also covered are the principles of real estate, real estate industry and its markets; legal aspects of home ownership from consumer's point of view, including property rights, title concepts, deeds, purchase contracts, listing contracts, law of agency, environmental issues and disclosures, types of mortgages, basics of home loan finance, appraisal investment and tax benefits. Partially satisfies Colorado real estate broker licensing requirements.

**SOCI 2140 Urban Sociology (4 Credits)**

Sociological study of the city focuses on interrelationships among people, social institutions and space; process of urban development; comparison of competing theoretical perspectives. Prerequisite: SOCI 1810.

**SOCI 2190 American Communities (4 Credits)**

Study of 'community' as a foundational concept in the discipline; consideration of the changing structural contexts of community, as well as the social-psychological aspects of community; emphasis on emerging forms of community in the contemporary U.S. Prerequisite: SOCI 1810.

**SOCI 2320 Race and Ethnic Relations (4 Credits)**

Relationship of racial and ethnic minority groups to systems of social stratification; emphasis on United States. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2420 Social Inequality (4 Credits)**

Dimensions of social class and its effect on economic, political and social institutions as well as style of life. Cross listed with GWST 2420. Prerequisite: SOCI 1810 and sophomore standing or permission of instructor.

**SOCI 2500 Schooling and Society (4 Credits)**

The objective of this course is to examine the relationship between schooling and the larger social inequalities (e.g., racism, poverty, and gender) that profoundly shape education. The major focus in this seminar will be on U.S. K-12 public education. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2650 Sociology of Immigration (4 Credits)**

This course applies a sociological approach to the study of international migration. Students examine early and contemporary waves of migration to the U.S.; theories of migration; processes of settlement and incorporation; the construction of immigration and citizenship; and institutional responses to immigration across and within immigrant groups. The course also examines variation in immigrant experiences along the lines of race/ethnicity, gender, and sexual and age identities. The course culminates in an examination of the impact of migration on the U.S. and on immigrants' sending communities. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2655 Latina/os in American Society (4 Credits)**

Latinas and Latinos constitute one of the largest and fastest growing ethnic groups in the United States. This course uses a sociological lens to understand Latina/os' experiences in the U.S. Specifically, we address Latinas' and Latinos' historical experiences and migration trajectories; assimilation, incorporation and racial/ethnic identity formation; the family, schools and labor markets; and political participation. In so doing, we discuss and challenge stereotypes about Latina/os, present alternative perspectives about Latina/o experiences in the U.S. and most importantly, understand their contributions to their families, their communities, and to the nation as a whole. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2720 Guns and Society (4 Credits)**

Guns are a fact of life in the United States; there are more guns in the US civilian stockpile than any other nation. In this course, we will take a step back from the partisan debates and assess both the history of guns and gun policy in the United States as well as the current state of knowledge around firearms in society. During the course of this class we will explore how science, politics, and culture converge to make guns a controversial topic in the US and what it means for society and policy. Prerequisite: SOCI 1810 or permission of instructor.

**SPAN 2930 From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico (4 Credits)**

This course is an intensive examination of the past and present of one of the most fascinating cities in the world, Mexico City. Paying particular attention to space and place, we will examine the historical processes (political, intellectual, ecological, social, and cultural) that are manifest in the urban development of the megacity. By taking this class in Mexico City, students will be able to visit some of the landmarks of Mexican History, as well as several other significant museums and archaeological sites. Similarly, by engaging in an in-depth reflection structured along textual, visual, and in-sight materials and experiences, students will be invited to reflect about matters of change and continuity as well as how national socio-political trends are reflected in local contexts, thus also learning to reflect about the interpretive relationship between the micro-macro levels of analysis. Prerequisite: SPAN 2350.

## University Writing Program

Office: Anderson Academic Commons, Room 282

Mail Code: 2150 E. Evans Ave. Denver, CO 80208

Phone: 303-871-7448

Email: [writing@du.edu](mailto:writing@du.edu)

Web Site: <http://www.du.edu/writing> (<http://www.du.edu/writing/>)

With our students and partners on and off campus, the Writing Program fosters inclusive, accessible, collaborative, and ethical writing and literacy practices needed in diverse rhetorical contexts.

The Writing Program promotes an understanding of writing as a complex set of rhetorical, multimodal, and multilingual concepts and practices. We facilitate engagement with diverse audiences, genres, epistemologies, and research methods to support ethical, accessible, and culturally sustaining communication in academic, professional, public, and personal contexts.

The Writing Program has responsibility for required first-year writing courses; hosts a thriving writing center that supports individual undergraduate, graduate, and faculty writers, as well as sponsoring workshops, events, and classroom teaching; and hosts a Minor in Writing Practices.

## Writing Practices

### Minor Requirements

The Minor in Writing Practices develops writing proficiencies across a variety of rhetorical situations towards building confident and rhetorically versatile writers. Students will have the opportunity to further their understanding of the origins, cultural influences, evolving technologies, and purposes of writing in diverse settings. The minor is open to all undergraduates who have successfully completed WRIT xx33 and want to hone their writing, further understanding of writing concepts and theories, and demonstrate abilities to employers and others. Students will complete at least 20 credits of courses culminating in a formal portfolio of their work in WRIT 3500.

- WRIT 2000: Theories of Writing (4 credits)
- Two courses from a list of approved Applied Writing courses (8 credits)
- One course from a list of approved Theory, History, or Research in Writing courses (4 credits)
- WRIT 3500: Capstone: Writing Design and Circulation (4 credits)

Students select approved courses from several departments and programs, which offers flexibility and breadth.

Code	Title	Credits
<b>Introduction</b>		<b>4</b>
WRIT 2000	Theories of Writing	
<b>Theory, History, Research in Writing</b>		<b>4</b>
ANTH 2020	Artifacts, Texts, Meaning	
ANTH 3060	Cultural Narratives	
COMN 2150	Rhetorical/Critical Communication Inquiry	
COMN 2300	Fundamentals of Argumentation	
COMN 2400	Landmarks in Rhetorical Theory	
ENGL 2815	Studies in Rhetoric	
ENGL 3815	Studies in Rhetoric	
ENGL 3817	History of Rhetoric	
WRIT 3818	Composition Theories and Pedagogies	
ENGL 3818	Composition Theory	
WRIT 2500	Topics in Writing Theory, History, Research	
WRIT 2555	Diverse Rhetorics	
WRIT 2650	Digital Rhetorics	
WRIT 2910	Undergraduate Peer Tutoring in Writing	
<b>Applied Writing</b>		<b>8</b>
ENGL 1000	Introduction to Creative Writing	
ENGL 2001 & ENGL 2002 & ENGL 2003	Creative Writing-Poetry and Creative Writing-Poetry and Creative Writing-Poetry	
ENGL 2010 & ENGL 2011 & ENGL 2012 & ENGL 2013	Creative Writing-Fiction and Creative Writing-Fiction and Creative Writing-Fiction and Creative Writing-Fiction	
ENGL 2021	Business Technical Writing	
ENGL 2040	Introduction to Publishing	
ENGL 3015	Advanced Creative Writing: Non-Fiction	
MFJS 2140	Storytelling & Reporting	
THEA 3711	Playwriting	

WRIT 2040	Memoir and Personal Writing	
WRIT 2050	Style and Rhetorical Grammar	
WRIT 2120	Writing for Wellness	
WRIT 2200	Environmental Writing	
WRIT 2400	Editing and Publishing	
WRIT 2600	Travel Writing	
WRIT 2701	Topics in Applied Writing	
<b>Capstone</b>		<b>4</b>
WRIT 3500	Capstone: Writing Design and Circulation	
<b>Total Credits</b>		<b>20</b>

**WRIT 1022 English for Academic Purposes (4 Credits)**

This 4-credit course is designed to facilitate the acquisition of US English for Academic Purposes (EAP) by multilingual students who use English as an additional language. In this class, students will be immersed into the academic world that the University of Denver participates in, to develop proficiency in usage conventions while paying attention to the reading, writing, speaking, and listening skills that are necessary for a student's holistic participation in diverse academic cultures. In addition to classroom instruction and working in the language lab, we will spend a significant amount of time interacting with the community around DU to gain experience communicating in different contexts and rhetorical situations. Students are encouraged to use all resources (including languages they are proficient in) available to them as they work to improve their EAP proficiency.

**WRIT 1122 Rhetoric and Academic Writing (4 Credits)**

WRIT 1122 teaches strategies that are vital in writing for diverse audiences, primarily in situations that require students to present and justify positions. The course teaches rhetorical analysis and practices, the effective use of readings and source materials, and techniques for generating, revising, and editing texts produced to meet specific situations. WRIT 1122 provides sustained practice in writing, with systematic instructor feedback, across multiple assignments and drafts, totaling 3,000-5,000 words by quarter's end.

**WRIT 1133 Writing and Research (4 Credits)**

This course builds on the writing and rhetorical skills learned in WRIT 1122 by shifting attention from general rhetorical strategies to specific rhetorical strategies that shape different kinds of academic inquiry. Through introduction to quantitative, qualitative, and textual research traditions, students identify how written reasoning varies in terms of the questions posed, the kind of evidence used to answer them, and the nature of the audience or forum for the result. In addition, the course teaches how to shape research into substantive academic arguments, with attention to the ethical consequences of their rhetorical choices. Students are asked to develop further their linguistic, design, and reasoning competencies, with added consideration of citation conventions. Students complete at least 20 pages of revised and polished writing, in multiple assignments, as well as numerous additional exercises, in projects requiring library-based research as well as other types. Final portfolio. Prerequisite: WRIT 1122.

**WRIT 1533 Writing and Research (4 Credits)**

This course, designed for transfer students, builds on the writing and rhetorical skills learned in WRIT 1122 by shifting attention from general rhetorical strategies to specific rhetorical strategies that shape different kinds of academic inquiry. Through introduction to quantitative, qualitative, and textual research traditions, students identify how written reasoning varies in terms of the questions posed, the kind of evidence used to answer them, and the nature of the audience or forum for the result. In addition, the course teaches how to shape research into substantive academic arguments, with attention to the ethical consequences of their rhetorical choices. Students are asked to develop further their linguistic, design, and reasoning competencies, with added consideration of citation conventions. Students complete at least 20 pages of revised and polished writing, in multiple assignments, as well as numerous additional exercises, in projects requiring library-based research as well as other types. Final Portfolio. For transfer students. Prerequisite: WRIT 1122 or transfer equivalent and permission of instructor.

**WRIT 1622 Advanced Rhetoric and Writing (4 Credits)**

A writing course for advanced first-year students, emphasizing rhetorical strategies for different academic and civic audiences and purposes; critical reading and analysis; and research. Course sections focus on a coherent set of texts, usually on an issue or theme; contact the Writing Program for specific information each quarter. Students complete at least 20 pages of polished prose in multiple assignments. Final portfolio. Satisfies the same graduation requirement as WRIT 1122. Prerequisite (one of the following): Admission to honors program; score of three or better on AP Language and Composition or Language and Literature exams, or four on the IB English; or specific permission of the director of writing.

**WRIT 1633 Advanced Writing and Research (4 Credits)**

A continuation of WRIT 1622, this is a writing course for advanced first-year students, emphasizing rhetorical strategies for different academic and civic audiences and purposes; critical reading and analysis; and research. The course has a significant research component. Course sections focus on a coherent set of texts, usually on an issue or theme; contract the Writing Program for specific information each quarter. Students complete at least 20 pages of polished prose in multiple assignments. Final portfolio. Satisfies the same graduation requirement as WRIT 1133. Prerequisites: WRIT 1122 or 1622, plus one of the following: either admission to the honors program; score of three or better on AP Language and Composition or Language and Literature exams, or four on the IB English; or specific permission of the director of writing.

**WRIT 1733 Honors Writing (4 Credits)**

Honors Writing is designed for students who will benefit from a particularly rigorous and in-depth experience with language. This class offers a theme around which students read serious and challenging texts, including some primary readings in rhetorical theory, and write at least 25 pages of polished prose, with additional less formal writings. The course offers advanced instruction in rhetorical theory and practice, as well as writing in multiple research traditions in the academy. Class has a highly participatory discussion format and students will have latitude in choosing and directing much of their work. Topics vary from section to section. Required for honors students. Prerequisites: admission to the honors program and either WRIT 1622 or WRIT 1122; or permission of the director of writing, in consultation with the director of honors.

**WRIT 1991 Independent Study (1-4 Credits)****WRIT 2000 Theories of Writing (4 Credits)**

This course introduces a number of theories of writing, providing an overview of complex issues and research into the state and status of writing and writers. It takes up such questions as these: What is writing? Where did it come from? How did it develop—and did it do so the same or differently in other cultures? How do writers develop—and what accounts for differences? What are different types of writing, different situations for writing, different tools and practices—and how do these interconnect? What does it mean to study writing? How have major figures theorized writing, and what tensions emerge among their theories? What are relationships among thought, speech, and writing—and among image, film/video, and sound? How do such theories change our notions of what texts are and what texts do? Students will learn how various theorists, historians, and researchers answer these questions, and they will apply that knowledge to their own projects. Prerequisites: WRIT 1133, 1533, 1633, or 1733.

**WRIT 2040 Memoir and Personal Writing (2,4 Credits)**

In learning to write memoirs, a writer is learning how to analyze memory, select experiences, invent narratives—all while still being "truthful." In this course, students distinguish memoir from other forms of writing about the self, including autobiography, diaries and journals, blogs, and letters. They read excerpts of published memoirs and drafts of memoirs they write during the course, with a particular interest in how these writers shape and represent their experiences textually: how do people construct the stories they tell about their lives? What is the value of personal writing for writers and readers? And perhaps most importantly, how can we begin to create stories of experiences in compelling ways? Students complete multiple writing projects, including at least one polished short memoir.

**WRIT 2050 Style and Rhetorical Grammar (4 Credits)**

Be concise. Don't split infinitives. Write with flow. Don't end a sentence with a preposition. Avoid the passive voice. Never use "I" in academic writing. Everyone has heard these maxims about writing and grammar. This course will interrogate those maxims, and provide systematic ways to draft, revise, and polish prose based on the needs and demands of the audience. More specifically, students consider matters of sentence structure and sentence rhythm, cohesion, and concision, as well as voice and point of view. Through a series of shorter and longer writing assignments, in-class exercises and activities, and course readings, students hone their writing and grammar skills, all with the goal of writing with improved clarity and grace. The course is open to all students who want to take their writing to another level of sophistication, clarity, and range. Prerequisite: WRIT 1122 or permission of instructor.

**WRIT 2100 Internship in Writing and Rhetoric (0-4 Credits)**

The Internship in Writing and Rhetoric provides academic credit for professional or paraprofessional work in applied rhetoric or writing directed by a University Writing Program faculty member, perhaps in collaboration with one of the Program's community partners. Internship opportunities are individually designed as experiences for students who have completed the first-year WRIT sequence, and they require approval from the Executive Director of Writing. Enforced Prerequisites and Restrictions: WRIT 1133, or WRIT 1633, or WRIT 1733.

**WRIT 2120 Writing for Wellness (4 Credits)**

Mental health problems among college students have increased significantly in recent years, and student depression rates have doubled since 2009. However, a growing body of research suggests that many individuals can improve feelings of wellbeing through a variety of writing practices, including journaling, critical reflection, and expressive writing. Inspired, in part, by Yale University's most popular course, "The Science of Wellbeing," this wellness course explores current research on wellbeing, and engages students in the role writing can play in personal, academic, and professional wellness. In this course, students explore academic research on writing for wellness, experiment with wellness writing approaches themselves, and design a wellness writing self-study. Cross-listed with WELL 2100.

**WRIT 2200 Environmental Writing (4 Credits)**

This writing course examines humanity's relationship with the natural world by developing writing abilities in traditional and emerging environmental genres. Using sustainability and interconnectedness as guiding principles, the course considers the wide range of interactions and encounters that humans can have with nature and place, while also exploring topics that might include climate change, environmental justice, and green rhetoric. Assignments include a range of non-fiction genres that communicate complex ecological concepts, perform advocacy work, or create aesthetic experiences. Prerequisite: WRIT 1122 or permission of instructor.

**WRIT 2300 Professional Writing (4 Credits)**

This course introduces modes and approaches vital to communicating in contemporary workplaces and organizations. As an applied writing course, it covers strategies and requires practice in techniques for composing genres commonly used in professional settings: rhetorically effective emails, memos, instructions, visual data, social media presences, and others. It also includes approaches to document management and communication workflows that support collaboration and composing processes. The course, which fulfills a requirement for the Minor in Writing Practices, is appropriate, beneficial, and open to students from all majors, whether in sciences, humanities, social sciences, the arts, or professional fields.

**WRIT 2400 Editing and Publishing (4 Credits)**

Editors wear several hats: they are readers and writers, researchers, fact-checkers, curators, and deciders. They are coaches and critics. They are gatekeepers and beta readers. The work editors do is partly mechanical—making specific changes to texts in light of recognizable conventions; and it is also intellectual—deciding how and when to apply and adapt those conventions to meet, respect, and challenge the needs of readers and writers. Depending on their responsibilities, editors may also help develop and sustain a publication's mission or vision, communicate with authors and reviewers, design visually effective page layouts and other materials, and create social media and other marketing campaigns attracting readers to the publication. Through hands-on practice with specific publications, primarily campus/student publications, this course teaches several kinds of editing: 1) copyediting texts for consistent, mechanics, and adherence to language conventions within particular publishing contexts; 2) comprehensively editing texts for content, organization, style, design, and relationship to source texts; and 3) editing from the perspective of an academic journal or periodical.

**WRIT 2500 Topics in Writing Theory, History, Research (4 Credits)**

This course provides curricular space for various subjects and foci related to theories about writing, histories of writing and its status and development, or research about writing. Specific offerings of the course will vary according to professor or student needs, interests, and opportunities, and to developing knowledge and research in the field. Examples of possible topics might include multimodality and writing, relationships between visual and verbal rhetoric, the development of specific genres over time, the relationship between academic and civic writing, the history of writing in specific schools or settings, research into the acquisition of writing skills, social policies and practices that affect writing, ethical issues in writing practices, the effects of technologies on writing, and so on. The preceding list is illustrative, not exclusive. Prerequisites: WRIT 1133.

**WRIT 2555 Diverse Rhetorics (4 Credits)**

Rhetoric's origins in classical texts, in the western canon, developed to serve early forms of democracy and civic participation. Despite classical rhetoric's formative impact, plenty of languages and cultures have their own means of persuasion and civic participation. This course introduces ways that rhetoric is practiced in diverse contexts, not as a stable idea, but as an adaptive practice situated in cultures, identities, and languages, bridging writer, audience and purpose. This course starts with classical Western rhetoric, but then explores the varied practices and theories of, for example, African American, Asian, Latinx, Indigenous, and queer rhetorics, to name a few. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**WRIT 2600 Travel Writing (4 Credits)**

Travel writing captures and sometimes invents a place for an audience. We see it expressed in many different genres and purposes, from literary nonfiction, to travel guides, to online reviews. How best can writers convey their experiences of a place as an outsider? What writing strategies are best for creating a narrative of experiences and enticing an audience? This applied writing course involves writing in several genres and for different audiences.

**WRIT 2625 Food Writing (4 Credits)**

Food writing emerges in many forms—from (written or oral/embodied) recipes we've inherited from relatives, to restaurant reviews we might consider when going on a trip or a special dinner out, to cooking blogs we peruse for dinner ideas (or just the beautiful photographs), to the labor and food systems exposés that help us understand the complex origins of our food, and lead us toward food activism. Many people write about food as a hobby or passion, and some turn that into a career. In Food Writing, you'll practice composing in many different food-related genres.

**WRIT 2650 Digital Rhetorics (4 Credits)**

Digital media and online spaces have both introduced and challenged how we write and interact. This course covers contemporary theories and genres of rhetorical practice including network literacies, remix and re-appropriation, theories of social media, sonic, visual, procedural and algorithmic rhetorics. This course emphasizes through theory and practice new rhetorical skills including design thinking, multimedia production, iterative composing, and social media engagement. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: WRIT 1122 or permission of instructor.

**WRIT 2681 Reflection & Learning: Making Sense of Your College Experiences (1 Credit)**

Designed for graduating seniors, this course engages reflective practice as a tool for contemplation, growth, and life design. This immersive learning experience provides students space to reflect on their time at the University of Denver, and explore ways to interpret and transfer learning to future experiences and contexts. The one-day short course takes place dually on the DU main campus and the Kennedy Mountain Campus. Course activities are informed by each location, with students invited to practice reflection among the panoramic views and scenic habitats of the mountain campus, and consider critical transitions that occurred during their time in Denver. By exploring reflective theory (in a multitude of disciplines), students will learn ways reflection enhances communication and knowledge transfer in a variety of contexts. Students will read, write, and reflect as part of this course and develop a multi-modal project at its conclusion.

**WRIT 2700 Collect, Select, Reflect: Learning through ePortfolios (2 Credits)**

This course focuses on developing an ePortfolio through an intentional reflective framework, to foster meaningful connections across students' experiences (academic, co-curricular, and community) that help develop critical thinking skills and the ability to be reflective practitioners. It focuses on three portfolio elements: artifacts (things the maker has created, including papers, projects, recordings, presentations); reflection and interpretation (the analysis of artifacts selected, the nature of learning); and design (skillfully and engagingly presenting the portfolio to an audience). Students create an electronic portfolio, learning to use different kinds of platforms and tools. The course presumes no technical knowledge or experience with those tools.



**WRIT 2701 Topics in Applied Writing (4 Credits)**

Individual offerings of this Topics course teach skills and strategies for writing in a specific professional or public context or for improving in a specific type of writing. The focus is on the texts, genres, conventions, habits, and critical questions salient to writers in a given situation. Each offering will focus on a topic not available in existing courses. Benefitting the course, the primary writing focus will be on producing texts for/within the topical focus, with emphasis on drafting, revision, and design. Students will also write responses to and analyses of assigned readings (including the work of other students). Prerequisites: WRIT 1133 or permission of the Executive Director of Writing.

**WRIT 2800 Community Writing (4 Credits)**

Writing plays an integral role in advocacy, civic responsibility, and engagement between and among groups. This course explored the history and theory of community writing, including the rhetorical constraints and opportunities afforded to writing with/for/in communities. The course includes opportunities to practice and analyze different rhetorical situations, such as writing for nonprofits, writing with community partners, grant writing, theories of community-engaged writing, writing for the public good, and community-engaged writing research. The course may count as one of the applied courses in the Minor in Writing Practices. Prerequisite: WRIT 1122 or permission of the Executive Director of Writing.

**WRIT 2900 Life Back from Abroad (1 Credit)**

This course focuses on life back from abroad – generating understanding(s) about integration back into American culture, specifically life at the University of Denver. This will be a pop-up style course which means it will meet for 10 hours, 1 evening a week. The course will have an intentional focus on reflection as a way to foster meaningful connections across cultural learning experiences. The final project's focus on an artifact students "collected" while abroad – a blog they created, a series of images they took, a video they made, etc. – and they will revise it to add to their ePortfolio.

**WRIT 2910 Undergraduate Peer Tutoring in Writing (4 Credits)**

Helping others to write is a collaborative process that can help tutors—as well as writers—to enhance their writing practices and their rhetorical skills and flexibility. This course entails participating in conversations about writing in and beyond the University Writing Center. The complexities of learning how to write motivate entire fields of study, from rhetoric and composition to literacy, genre, and writing center studies. The course features broad reading in these fields to develop a repertoire of lenses and strategies for working with writers in diverse disciplines. It introduces literacy and learning theories; revision strategies; ethical considerations in writing and tutoring; methods of tutoring; tutoring roles and responsibilities; working in genres across academic disciplines; and writing center history. Students regularly observe, analyze, and reflect on tutoring sessions at the University Writing Center and develop their own tutoring practices. Students who successfully complete this course will be invited to apply to work at the University Writing Center. Prerequisite: WRIT 1133 or permission of instructor.

**WRIT 3500 Capstone: Writing Design and Circulation (4 Credits)**

The primary goal of this capstone course for the Minor in Writing Practices is to create and present a professional electronic/web-based portfolio synthesizing university writing experiences. The portfolio showcases and offers reflective insight into a student's writings, demonstrating the writer's ability to navigate diverse rhetorical situations. Students will learn theories and practices for selecting, arranging, and circulating/publishing written work, culminating in a required portfolio that synthesizes their university writing experiences. In addition to practicing principles of editing and design, students will produce a substantive revision of a previous piece of their own writing. The course covers design considerations and strategies and offers studio time for peer and instructor feedback. It culminates with a public showcase. Prerequisites: WRIT 2000 and completion of at least two other courses in the Writing Practices minor.

**WRIT 3600 Black Studies Capstone (4 Credits)**

This capstone course is designed for students completing the Minor in Black Studies at the University of Denver. The primary goal of this course is to create an original capstone project that demonstrates synthesis of their study in the field and deepens their skills in research. Black Studies minors should plan to enroll in BLST 3600 after completing all course work for the minor. As part of this capstone course, each student will complete a capstone project, of their own design, that explores some aspect of Black/African American life, history, culture, or experience. This course encourages creative capstone projects that allow students to present their work in a form other than the standard written thesis model. This course will guide the capstone projects for students conducting intensive research on topics in Black Studies. Drawing from disciplinary and interdisciplinary methodologies, theories, and concepts in the humanities and social sciences, capstone project topics will cover broadly defined themes in Black Studies such as the effects of Atlantic slavery on the United States, the Americas, Africa, and Europe; the Black freedom struggle in the United States; and women, gender, and sexuality in Black America. Through a collaborative learning process, students will define clear project objectives, refine their analytical skills, effectively engage major issues in their research materials, and make critical intellectual interventions. Students will be encouraged to critically explore topics from courses they have taken in Black Studies and related disciplines as topics for their capstone research projects.

**WRIT 3818 Composition Theories and Pedagogies (4 Credits)**

This course focuses on the vast body of theory, research, and practice in the discipline of Composition Studies, primarily focusing on developments since 1963, though with some attention to the field's roots in classical, medieval, and modern rhetoric and in 19th American universities. Course topics include rhetoric and composition, cognitive development and composition, social theories of writing, process theories and research, contemporary threshold concepts in writing, linguistics and writing, digital and multimodal composition, research design, writing across the curriculum, writing pedagogies, assessment, theories of literacy (including race, class, and gender implications), and some relationships between composition and related areas of writing studies. Prerequisite: WRIT 1133.

**WRIT 3991 Independent Study (1-4 Credits)**

Independent Study.



# University College Bachelor of Arts Completion Program

Most majors, and some minors, may only be pursued in conjunction with specific degree programs. The Degrees and Programs of Study (p. 35) section of this bulletin lists possible degree and major/minor combinations. Students must meet overall requirements for their degree as well as specific requirements outlined in majors and minors.

## Common Learning Experience

Office: University College Student Support Center  
 Mail Code: 2211 S. Josephine St., Denver, CO 80208  
 Phone: 303-871-2291, 800-347-2042  
 Email: [ucol-support@du.edu](mailto:ucol-support@du.edu)  
 Web Site: <http://www.universitycollege.du.edu>

The Common Learning curriculum includes ten carefully selected courses in five areas where students can sharpen their skills and develop essential knowledge needed for thriving in the knowledge age. The common learning courses are a set of interdisciplinary courses for people who have been in the working world and are highly motivated. Interdisciplinary simply means that the perspectives and materials of several disciplines have been brought together in the design of each course. These courses provide a common foundational experience for instruction in advanced courses. The Common Learning Experience will help students learn how to learn, think critically, and improve communication skills, which will serve them in their future academic and professional careers.

### CA 2050 Effective Communication (4 Credits)

In this course, students develop communication competence while applying communication skills that are both effective and appropriate in diverse contexts. The focus of the course is on developing skills that lead to improved collaborations, organizations, and relationships as well as improved presentation of persuasive arguments using credible supporting evidence. By fostering understanding of communication competency, as well as how communication shapes identity, perception, and culture, the course strives to enable students to better navigate complex personal and professional worlds.

### CA 2100 Creativity and Innovation (4 Credits)

Everyone has a creative core. It can become hidden or lost, but the ability to recognize one's creative source and tap into it provides an increased range of communication options. This course focuses on analyzing approaches to the creative process, as well as cultivating best creativity practices for use in professional and personal life. Students will learn about the significant creativity theories of prominent creativity scholars. Also, course participants will explore the association between adult playful personality and individual, as well as organizational creativity. The experiences and activities of this course build skills and confidence in using creativity and innovative thought in a variety of disciplines.

### CA 3050 Media and Society (4 Credits)

This course provides a critical examination of media forms and their impact on society. The representation of culture through print media (books, magazines, newspapers, and online media) and through various visual media (film, television, Internet) is explored. Students learn how informational, entertainment, literary, and commercial messages are crafted and transmitted. The focus is on messages, the institutions behind the messages, and their impact on society.

### CA 3100 Intercultural Communication and Engagement (4 Credits)

In an increasingly global society and a world of growing international engagement, communicating with people from different cultural and ethnic backgrounds creates both challenges and opportunities. The ability to accept and transcend differences through communication has transformative personal and professional power. Students will learn the advantages of cultural intelligence and reflect on their cultural dimensions as the foundation for engagement in diverse settings. This course explores a range of communication theories such as intercultural communication competence, ethnocentrism, and cultural relativism. Students will develop skills to increase their ability to navigate intercultural experiences to communicate effectively.

### CA 3150 Effective Presentations (4 Credits)

Researching and refining ideas and then representing them effectively are indispensable skills. This course focuses on crafting effective written and spoken presentations that employ appropriate organizational, visual, and physical elements. Students have opportunities to select visual elements such as images, graphs, and charts; to address physical considerations such as voice, gesture, and body language; and to relate text, movement, and visuals in effective professional presentations. Students learn to use PowerPoint and other graphic presentation software in crafting and supporting presentations.

### CA 3200 Art and Interpretation (4 Credits)

Students will learn to describe, analyze, and interpret visual imagery with a specific focus placed on understanding and examining various forms of contemporary art and digital media. Students will cultivate expanded visual literacy skills for understanding and evaluating digital culture and become critical consumers of visual media. Students will leave this course with tools and concepts for art interpretation and its application that can be applied to new and emerging media, across fields, and in everyday life.

**CA 3250 Visual & Physical Communication (4 Credits)**

How does body language reveal or conceal true intent? Humans appear to be "hard-wired" to assess, examine, and respond to the physical language of others. Although this process is often automatic or unconscious, people can learn to identify visual signs and employ the elements of physical rhetoric (posture, stance, bearing, expression, and gait) in conscious ways to persuade others. This course will explore the body's physical response to certain triggers like anxiety, anger, and stress and how those triggers manifest outwardly. Students will examine strategies for reading physical signs in others and for managing their own physical and visual language. Students will learn techniques for performing nonverbal language, gaining tools for communicating leadership, power, acceptance, openness, and other nonverbal behaviors that impact communication in professional settings.

**CA 3300 Communication for Challenging Situations (4 Credits)**

This course moves beyond core communication mechanics to applying communication skills in interpersonal and professional settings that reflect a culturally complex and global world. Students will explore communication constructs relative to a variety of audiences and use this knowledge to achieve the desired communication outcomes. In addition, the ability to lead and participate effectively in individual and group conversations requires the knowledge and selection of communication processes including strategies and techniques such as conflict resolution, facilitation, dialogue, debate, and negotiations. Students will become better prepared to manage difficult conversations in multiple settings.

**LOS 1000 Frontline Manager Leadership Essentials (5 Credits)**

The course delivers foundational leadership and management skills necessary to succeed in a first management position and incorporates extensive one-on-one learner coaching. The core concepts for this course include the following: Understanding oneself as a leader, including styles of leadership; strengthening relationships by understanding others, including diversity, equity, and inclusion; professional communication skills (oral, written, listening); delivering and receiving feedback and coaching employees; transitioning from a peer to a leader/manager role, developing a robust and inclusive team culture; building and motivating a high-performance team; and hiring, onboarding, and individual performance management. Practical experience and application of content form the student experience. Students leave with a professional leadership development plan for implementation in their front-line manager roles.

**LOS 1010 Essential Skills: Goal Setting, Time Management & Communication (0 Credits)**

This course delivers essential and practical skills in goal setting and motivation, time management, and communication. Core concepts include professional communication skills (non-verbal, verbal, written, and listening), motivators to inform short and long-term goal setting and achievement, and time management techniques to better utilize time, prioritize tasks, and adapt to unexpected circumstances. Learners can customize their learning journey through three different skill development levels. The course utilizes a work-based learning design that allows learners to integrate skill development with critical reflection for professional and personal growth.

**LOS 2025 Leadership Development in Action (4 Credits)**

Developing effective and successful leadership competencies is a lifelong endeavor that begins with the self and evolves throughout our career journey. In this course, inclusive leaders will be examined, including core leadership competencies and practices that may vary due to the organizational culture and structure. Students will identify core behaviors and practices along with effective communication skills and problem-solving tools to effectively move an organization forward. Students will assess their own leadership competencies and areas for growth to construct a personal leadership development plan.

**LOS 2050 Organizational Behavior (4 Credits)**

Organizations serve as the fundamental building blocks of society. Most people spend hours of time weekly working in organizations. This course focuses on organizational structure and design by uncovering the dynamics of individual, work group/team and corporate behavior. Through reading, case studies and interaction, students learn about decision-making, problem-solving, patterns of interaction and facilitation of change.

**LOS 2100 Leadership (4 Credits)**

What is leadership and how do leaders lead? Can leadership be learned? What skills do 21st-century leaders need? This course provides an opportunity to examine leadership theories, to develop a personal understanding of leadership, and to explore the relations of leaders and followers. The essential skills of effective leaders are explored, such as elaborating a vision, facilitating communication, working with diversity in organizations, shaping an ethical climate, and facilitating change. Students will be encouraged to examine systematically their own leadership potential as they reflect on historical and contemporary examples of effective business and political leaders as well as leaders of causes and social movements.

**LOS 3050 Financial Management (4 Credits)**

All organizations, businesses, governments, and not-for-profits must deal with financial matters. This course provides opportunities to learn how to read and use financial data in order to develop systems for budget creation and control, profit forecasting, and long-range development. Basic principles of accounting, cost analysis and control, revenue and expense forecasting, return on investment, and capital reinvestment are studied and applied to examples. The leader's roles in financial management are examined, including technical, conceptual, and value considerations.

**LOS 3100 Leading with an Entrepreneurial Mindset (4 Credits)**

Many people dream of being their own boss or starting their own business. This course explores the challenges of entrepreneurship, both starting a new business and bringing the entrepreneurial mindset to a large organization. Students examine the basic processes underlying entrepreneurship, including idea generation, prospect assessment, cost analysis, creating buy-in, and launching the product or service. Examples of successful and unsuccessful entrepreneurs will be examined to identify common patterns. Students will study and discuss entrepreneurship as a set of skills, values, and attitudes, and are invited to consider how they can apply entrepreneurship as a life skill.

**LOS 3150 Leading Groups and Teams (4 Credits)**

All teams are groups, but not all groups truly function as teams. Successful organizational leaders recognize the differences and are adept at strategically creating diverse groups and teams to accomplish organizational goals. This course offers applied leadership strategies addressing the various types of teams, principles of team behavior, strategies for avoiding team dysfunction, effective team leadership, and leveraging interpersonal strategies and organizational resources to ensure collaboration, synergy, and effectiveness.

**LOS 3200 Cross-Cultural Leadership (4 Credits)**

This course examines the leadership dynamics of culture, including but not limited to gender, socioeconomic status, race, religion, and social values at a global level. The purpose is to allow for the students to understand cultural competencies and give them the ability to manage in a diverse workforce in our twenty-first-century global society. #Because most successful companies recognize the value of workplace diversity and its impact on organizational effectiveness, many invest considerable time and resources into the development of cross-cultural leadership. #This course explores the dynamic subject of cross-cultural leadership from multiple perspectives, using both domestic and international lenses for inquiry. #It examines the related concepts of organizational communication, culture and cultural awareness, conflict resolution, and inclusive business systems. Students will learn about leadership prospects and examine how cooperation among different cultural backgrounds lead to the achievement of common goals. Students will explore best practice models that address cultural differences in the professional and personal space. Additionally, they will learn how to adapt, communicate, and think critically in professional and personal settings.

**LOS 3250 Learning in Organizations (4 Credits)**

Accelerating change in society and in organizations#challenges individuals and the organization as a whole to engage in a process of continuous learning. #In this course, basic concepts of individual and organizational learning are explored both in terms of their intrinsic value to individuals and as the source of competitive advantage to the organization. #How is learning conceived of and structured throughout organizations? #How is the return on investment in learning evaluated? #This course provides an overview of what organizations do for the training and development of employees, how they structure knowledge sharing, and how they institutionalize within the organization the knowledge of its members through effective knowledge management practices.

**LOS 3300 Project Management (4 Credits)**

Work in organizations, or in the collaboration among organizations is often structured as projects. Almost any individual in an organization can be called upon to participate in or lead a project. Projects have deliverables that must be met within an agreed-upon time frame and budget. In this course, students learn the basic concepts and processes of project management including how to establish standards of performance, allot time, calculate costs, develop work-break-down structures, and delineate critical pathways. Students also learn about software tools available to plan and track successful projects to completion. Work in organizations, or in the collaboration among organizations, is often structured as projects. Almost any individual in an organization can be called upon to participate in or lead a project. Projects have “deliverables” that must be met within an agreed-upon time frame and budget. In this course, students learn the basic concepts and processes of project management: how to establish standards of performance, allot time, calculate costs, develop work breakdown structures, delineate critical pathways, enlist people and resources, and motivate accomplishment.

**LOS 3325 Applied Project Management II (4 Credits)**

This applied project management course is a continuation of concepts learned in LOS 3300 Project Management and focuses on project management strategies and tactics, including understanding data, tracking, and software used to manage projects. A project will be managed from conceptualization to evaluation, and will employ hands-on use of project management tools to execute projects related to their major. Students focus on real-world examples, best practices, and have the opportunity to develop, deploy, and evaluate project management tools and technologies. Prerequisite: LOS 3300.

**LOS 3326 Applied Project Management II Lab (1 Credit)**

Taken in conjunction with LOS 3325 Applied Project Management, this course provides students with hands-on use of project management tools to execute projects related to their major. Students focus on real-world examples, best practices, and have the opportunity to develop, deploy, and evaluate project management tools and technologies. Prerequisite: LOS 3300.

**PPSS 2050 Ethical Decision Making (4 Credits)**

Ethical decision making is essential for values-based leadership. Most decisions have ethical implications, but discerning the ethical dimension requires skill and an understanding of how ethical issues are shaped and informed by ethical theory. In this class students encounter theories from the field of ethics such as utilitarian, deontological, social contract, communitarian, and natural law. Students also interact with major philosophical concepts such as principles of non-maleficence; beneficence; justice and respect for persons; and virtues of care, compassion, integrity and courage. Through the use of case studies, students cultivate their capacity for ethical perception, learn to distinguish tough choices from genuine ethical dilemmas, and gain practice deliberating effectively about a variety of ethical issues drawn from both social and professional contexts.

**PPSS 2100 Concepts of the Public Good (4 Credits)**

All societies have to deal with natural and social inequalities, tension between individuality and community, and competing concepts of what constitutes the good society. What are the forces that create differing concepts of the public good and how are conflicts between competing visions settled? Case studies from cross-cultural research as well as historical and current examples from United States culture are used to explore the role of power, class, and group identification in shaping ideas of the public good. An important focus of this course is on understanding how concepts of the public good translate into structures that provide or limit the provision of social services.

**ST 2050 Scientific & Critical Thinking (4 Credits)**

Using scientific topics drawn from the headlines, the following questions will be addressed: What is the scientific method and how is it used appropriately? How are problems formulated, research questions designed, tests, and other measurements constructed, data gathered and analyzed, conclusions drawn, and findings incorporated into theories? In addition, critical thinking processes and models of decision-making and problem-solving will be discussed. The suitability and effectiveness of critical-thinking models in achieving positive organizational outcomes will be emphasized.

**ST 2100 The Digital Age (4 Credits)**

Digitalization influences nearly all aspects of life today: how we communicate, conduct business, operate governments, and how we behave as consumers. This course provides opportunities to explore controversies and ethical dilemmas spawned by digital transformation. Students also reflect on how digital technologies are transforming our world and create a plan for the future.

**ST 3050 Quantitative Reasoning (4 Credits)**

Numbers provide a language for reasoning. Numbers are used to quantify data, analyze trends and exceptions, and establish the reliability of conclusions. Using practical problems from business, health care, social services, and government operations, this course provides the opportunity to learn how basic concepts from mathematics can be applied in organizational settings.

## Communication Arts

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 Web Site: <http://www.universitycollege.du.edu>

A bachelor's degree in the field of communication provides students with the skills and strategies needed in the business world, such as creating and delivering effective presentations, crafting a well-reasoned argument, and building and enhancing dialogue between people and groups. The Bachelor of Arts in Communication Arts prepares graduates to solve problems, resolve conflict, and increase communication options. A communication degree allows students to explore how the media, entertainment industry, and commercial institutions affect individuals and society. In addition, students will enrich their understanding of verbal and non-verbal communication, such as writing, speaking, and visual images and movement; and students will learn how to use art, photographs, and other media in presentations. Students complete their bachelor's degree with a major in communication arts to improve written and verbal skills for personal and professional development. The communication degree requires an integrative project, in which students will synthesize their studies and demonstrate their communication skills. Classes are available as hybrid and/or online.

This degree prepares students to:

- Demonstrate effective and persuasive oral, written, and non-verbal communication techniques using tone and principles appropriate to the audience.
- Apply communication theory and principles to formulate well-organized arguments in writing and speaking that contain a clear purpose, relevant content, and a conclusion that directly reflects the purpose and strength of the content.
- Employ art, photographs, and other visual media for appropriate use in communication strategies.
- Use appropriate techniques and strategies to increase communication options in groups and teams.
- Analyze media messages identifying and explaining a variety of possible differences such as bias, inclusion and exclusion of information, source, and type of presentation media.

## Communication Arts Bachelor of Arts Major Requirements

(180 credits required for the degree) (p. 105)

Code	Title	Credits
<b>Major Courses (40 credits)</b>		
CA 3050	Media and Society	4
CA 3100	Intercultural Communication and Engagement	4
CA 3150	Effective Presentations	4
CA 3200	Art and Interpretation	4
CA 3250	Visual & Physical Communication	4
CA 3300	Communication for Challenging Situations	4

BACP 3350	Directed Research	4
BACP 3400	Civic Engagement	4
BACP 3450	Integrative Project Design	4
BACP 3500	Integrative Project	4
<b>Total Credits</b>		<b>40</b>

**CA 2050 Effective Communication (4 Credits)**

In this course, students develop communication competence while applying communication skills that are both effective and appropriate in diverse contexts. The focus of the course is on developing skills that lead to improved collaborations, organizations, and relationships as well as improved presentation of persuasive arguments using credible supporting evidence. By fostering understanding of communication competency, as well as how communication shapes identity, perception, and culture, the course strives to enable students to better navigate complex personal and professional worlds.

**CA 2100 Creativity and Innovation (4 Credits)**

Everyone has a creative core. It can become hidden or lost, but the ability to recognize one's creative source and tap into it provides an increased range of communication options. This course focuses on analyzing approaches to the creative process, as well as cultivating best creativity practices for use in professional and personal life. Students will learn about the significant creativity theories of prominent creativity scholars. Also, course participants will explore the association between adult playful personality and individual, as well as organizational creativity. The experiences and activities of this course build skills and confidence in using creativity and innovative thought in a variety of disciplines.

**CA 3050 Media and Society (4 Credits)**

This course provides a critical examination of media forms and their impact on society. The representation of culture through print media (books, magazines, newspapers, and online media) and through various visual media (film, television, Internet) is explored. Students learn how informational, entertainment, literary, and commercial messages are crafted and transmitted. The focus is on messages, the institutions behind the messages, and their impact on society.

**CA 3100 Intercultural Communication and Engagement (4 Credits)**

In an increasingly global society and a world of growing international engagement, communicating with people from different cultural and ethnic backgrounds creates both challenges and opportunities. The ability to accept and transcend differences through communication has transformative personal and professional power. Students will learn the advantages of cultural intelligence and reflect on their cultural dimensions as the foundation for engagement in diverse settings. This course explores a range of communication theories such as intercultural communication competence, ethnocentrism, and cultural relativism. Students will develop skills to increase their ability to navigate intercultural experiences to communicate effectively.

**CA 3150 Effective Presentations (4 Credits)**

Researching and refining ideas and then representing them effectively are indispensable skills. This course focuses on crafting effective written and spoken presentations that employ appropriate organizational, visual, and physical elements. Students have opportunities to select visual elements such as images, graphs, and charts; to address physical considerations such as voice, gesture, and body language; and to relate text, movement, and visuals in effective professional presentations. Students learn to use PowerPoint and other graphic presentation software in crafting and supporting presentations.

**CA 3200 Art and Interpretation (4 Credits)**

Students will learn to describe, analyze, and interpret visual imagery with a specific focus placed on understanding and examining various forms of contemporary art and digital media. Students will cultivate expanded visual literacy skills for understanding and evaluating digital culture and become critical consumers of visual media. Students will leave this course with tools and concepts for art interpretation and its application that can be applied to new and emerging media, across fields, and in everyday life.

**CA 3250 Visual & Physical Communication (4 Credits)**

How does body language reveal or conceal true intent? Humans appear to be "hard-wired" to assess, examine, and respond to the physical language of others. Although this process is often automatic or unconscious, people can learn to identify visual signs and employ the elements of physical rhetoric (posture, stance, bearing, expression, and gait) in conscious ways to persuade others. This course will explore the body's physical response to certain triggers like anxiety, anger, and stress and how those triggers manifest outwardly. Students will examine strategies for reading physical signs in others and for managing their own physical and visual language. Students will learn techniques for performing nonverbal language, gaining tools for communicating leadership, power, acceptance, openness, and other nonverbal behaviors that impact communication in professional settings.

**CA 3300 Communication for Challenging Situations (4 Credits)**

This course moves beyond core communication mechanics to applying communication skills in interpersonal and professional settings that reflect a culturally complex and global world. Students will explore communication constructs relative to a variety of audiences and use this knowledge to achieve the desired communication outcomes. In addition, the ability to lead and participate effectively in individual and group conversations requires the knowledge and selection of communication processes including strategies and techniques such as conflict resolution, facilitation, dialogue, debate, and negotiations. Students will become better prepared to manage difficult conversations in multiple settings.

## Global Studies

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 Email: ucolsupport@du.edu  
 Web Site: <http://www.universitycollege.du.edu>

Students interested in international relations learn how social, economic, and political issues across national boundaries become global issues with a bachelor's degree in Global Studies at University College, where classes are available as hybrid and/or online. Degree seekers will examine the interface of economics and politics at the global level and question whether we are moving toward a world of one strong global culture or many local ones. This Bachelor of Arts Completion Program major encourages students to analyze theories of internationalization and make sense of globalization and international relations. Degree-seeking students will work with concepts drawn from history, geography, and international studies to understand how the world came to be the way it is. Students will also examine how an individual's identity is shaped, both as a citizen of an individual nation and as a citizen of the world. Bachelor's completion students complete a global studies integrative project that expands their perspective of globalization, allowing them to further explore another area of the world through research and writing.

This degree prepares students to:

- Demonstrate effective and persuasive oral, written, and non-verbal communication techniques using tone and principles appropriate to the audience.
- Apply relevant program theory and principles to formulate well-organized arguments in writing and speaking that contain a clear purpose, relevant content, and a conclusion that directly reflects the purpose and strength of the content.
- Define and discuss globalization in terms of business, culture, government, legalities, and major issues.
- Define culture and assess cultural differences.
- Research cultural traditions and regional histories to holistically describe and work within another culture in a context of global affairs.

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## Global Studies

### Bachelor of Arts Major Requirements

(180 credits required for the degree) (p. 105)

Code	Title	Credits
<b>Major Courses (40 credits)</b>		
GS 3050	Economics and Finance	4
GS 3100	Understanding International Trade	4
GS 3150	Global Politics	4
GS 3200	Global Peace & Security	4
GS 3250	Society Through Novels and Film	4
GS 3300	Human Geography	4
BACP 3350	Directed Research	4
BACP 3400	Civic Engagement	4
BACP 3450	Integrative Project Design	4
BACP 3500	Integrative Project	4
<b>Total Credits</b>		<b>40</b>

#### GS 2050 21st Century Global Issues (4 Credits)

As problems migrate across national boundaries, they become global issues which is known as globalization. These issues are related to population growth and the movement of people, international trade and finance, energy use, environmental impact, the spread of disease and hunger, and the control of weapons of mass destruction. These are all examples of challenges that must be addressed by all nations. This course guides students through the complex process of understanding the character of global issues, including identifying the root causes, the social and political implications, the impacted populations, and applicable power players. Students will analyze global issues, applying their analyses through team and individual projects. Additionally, students will be encouraged to reflect on how these issues may affect them personally and how to formulate strategies to critically assess with transnational problems.



**GS 2100 The Past as Prologue (4 Credits)**

The present-day character of the world's major regions—Africa, Asia, the Middle East, Europe, and Latin America—has been shaped by centuries of history, not only specific events such as wars, elections and peace treaties but also long-term developments in culture, language, religion and politics. This course provides a framework for thinking about general historical trends in selected regions of the world, while emphasizing case histories of countries in each region. By examining these national histories, students not only deepen their knowledge of key regions around the world, but also gain analytical skills that enable them to continue learning about other cultures and societies, and the many ways in which the past shapes the present.

**GS 3050 Economics and Finance (4 Credits)**

This course begins with a review of fundamental economic concepts, such as supply and demand, cost analysis, money and banking, saving and investment, and the nature and limitations of markets. The emphasis is on how basic economic factors influence all types of organizations and what organizations do to manage their financial affairs through budgets, financial controls, investments, and collaborations with other organizations. The role of international and financial institutions, such as the World Trade Organization, World Bank Group, and International Monetary Fund, will be examined. How globalization has altered the economic and financial arrangements between countries is also explored. Students learn to utilize economic and financial tools to identify and analyze international business opportunities.

**GS 3100 Understanding International Trade (4 Credits)**

Basic concepts of international economics are reviewed to explore how economic factors, such as exchange rates, balance of payments, inflation, labor, tariffs, and the flow of capital, affect trade. Using existing data sources, students explore what countries and regions trade with each other, to what extent, and in what products and services. Students analyze the international trade interactions of a particular state, country, or region, as well as the historical and current factors that impact these patterns. Students explore legal constraints to engaging in international trade, such as requirements for export licenses and screening for individuals and countries where trade is illegal.

**GS 3150 Global Politics (4 Credits)**

What will the global political landscape look like in the next 10, 25, 50 years? Which countries will dominate the political order? Will there be any dominant Superpowers, or will power be distributed among a variety of nations? In this course, students examine the shifting role of government as the world becomes more interconnected through global trade, communication, and travel. Historical theories of international relations are contrasted with new theories that attempt to describe the complex interdependence between countries. What strategies do nation-states employ to advance their global interests? How do nation-states and international organizations interact? What is global governance? In addition to answering these questions, this course also focuses on the changing role of people, of non-governmental organizations (NGOs), and of multinational businesses in this interconnected world.

**GS 3200 Global Peace & Security (4 Credits)**

Conflict abounds as do issues of safety and security in a global society. This course begins with a short history and theoretical understanding of global conflict and security issues in exploring paradigms of identity, difference, and otherness, including the rise of extremism. From there, students explore the impact that global conflict and security have on the following shared human experiences: economic, humanitarian, political, religious, cultural, and environmental/health. The content of the course is framed by a shared need to infuse more sustainable forms of diversity, equity, and inclusivity into the peace creation and safety needs of our global society in building greater ways to create awareness, empathy, and cooperation across nations and cultures.

**GS 3250 Society Through Novels and Film (4 Credits)**

Artistic modes of expression such as film and literature offer a lens for understanding the forces and concerns that have shaped and are continuing to shape, countries, regions, and peoples. Literary and artistic movements arise because of the particular confluence of history and the creative choices of artists, reflecting the issues that are at the vanguard of the times. Students analyze key works of literature and film in order to learn how these works can provide a concrete understanding of society's cultural values and political events. Simultaneously, students learn how their own values and history, as well as their assumptions about artistic creators and observers, are present in their interactions with the work being studied and how these factors affect their understanding of the region, area, or people they wish to study.

**GS 3300 Human Geography (4 Credits)**

Human geography analyzes people and places and how they interact across broad expanses of history and multi-continental distances. This course examines the roles geography and humanity have played in shaping one another in space and time. This course pays special attention to how and why cultures have developed in particular spaces. Global, regional, and national factors are emphasized in considering how a specific place shapes one's identity, values, and traditions. This course also provides an introduction to GIS mapping and considers issues of global health, eco-refugees, climate change, poverty, sustainability, war, and economics. Students gauge the influence of media and governments on issues of geographic importance.

**GS 3800 The Puerto Rican Paradox: Challenges and Opportunities in Uncertain Times (4 Credits)**

The Commonwealth of Puerto Rico is a tropical paradise boasting vibrant communities, rich cultures, and abundant natural resources. Once coined a “natural jewelry box” by the BBC, Puerto Rico offers sparkling turquoise waters, bioluminescent bays, lush mountainous terrain, and colorful colonial architecture. It is also plagued by a debilitating debt crisis, political corruption, and a crumbling infrastructure, which, particularly in the aftermath of hurricanes Irma and Maria, have caused many residents to flee the island in search of better opportunities and more stable living conditions. In this course, students will examine the paradox that is Puerto Rico. Drawing from literature on culture, history, power, and politics, students will research a topic of their choosing, with the professor’s approval. They will then work with local communities in Puerto Rico on a project of mutual interest and importance, culminating in an approach or proposal for addressing the issue(s) at hand. Students will be required to spend 5 days on-site in Puerto Rico, plus any necessary travel time. This course will give students broad exposure to the history and culture of Puerto Rico, in addition to a nuanced understanding of a specific industry, issue, or problem. It will additionally highlight the power, privilege, and oppression that exists in our own backyards on this U.S. Commonwealth island.

## Healthcare Administration

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 Web Site: <http://www.universitycollege.du.edu>

Typically, a bachelor’s degree is essential for those in the healthcare industry. The Bachelor of Arts Degree Completion program is posed to allow adults who have some college education but no degree to return to school as a Healthcare Administration major to gain the necessary knowledge, skills, and abilities to fill the gaps in the healthcare employment sector.

The mission of the Healthcare Administration major is to develop healthcare professionals that have the foundational knowledge of understanding healthcare from the 4P perspective: patient, provider, payer, and population. Like all University College programs, the Healthcare Administration major will emphasize a broad understanding of context and focused development of skills through practical courses taught by professionals currently working in the field.

This degree prepares students to:

- Use independent and collective inquiry when creating health industry projects and papers as well as when participating in practicums or internships.
- Evaluate theories and approaches to practices and systems to solve complex problems in the health industry.
- Frame problems and controversies in the health industry through an ethical lens to construct coherent arguments in writing and oral presentations.
- Analyze quantitative and qualitative information to develop reasoned conclusions and create solutions in the health industry.

## Healthcare Administration Bachelor of Arts Major Requirements

(180 credits required for the degree) (p. 105)

Code	Title	Credits
Major Courses (44 credits)		
HC 3000	Healthcare Systems	4
HC 3050	Healthcare Policy	4
HC 3100	Economics of Healthcare	4
HC 3150	Healthcare in the Digital Age	4
HC 3250	Healthcare Administration	4
HC 3300	Quality Management in Healthcare	4
HC 3950	Experiential Learning in Healthcare Administration	4
HC 3980	Healthcare Internship	4
BACP 3400	Civic Engagement	4
LOS 3050	Financial Management	4
LOS 3300	Project Management	4
<b>Total Credits</b>		<b>44</b>

# MASTER OF SCIENCE IN HEALTHCARE MANAGEMENT AND BACHELOR OF ARTS IN healthcare administration (BACHELOR OF ARTS COMPLETION PROGRAM)

Undergraduate-level credits required with the dual degree: 172

Undergraduate credit reduction with dual degree: 8 credits from the original 180 required for the undergraduate degree

Graduate-level credits required with dual degree: 48

Graduate credit reduction: 0

Minimum number of credits required with dual degree: 220

All students pursuing the dual BA in Healthcare Administration (BA Completion Program)/MS in Healthcare Management are required to complete all degree requirements for both the BA and MS degrees.

Master of Science in Healthcare Management

[Admission Requirements \(http://bulletin.du.edu/graduate/schoolscollegesanddivisions/universitycollege/healthcareleadership/#admissionrequirementstext\)](http://bulletin.du.edu/graduate/schoolscollegesanddivisions/universitycollege/healthcareleadership/#admissionrequirementstext)

[Degree Requirements \(http://bulletin.du.edu/graduate/schoolscollegesanddivisions/universitycollege/healthcareleadership/#programofstudytext\)](http://bulletin.du.edu/graduate/schoolscollegesanddivisions/universitycollege/healthcareleadership/#programofstudytext)

Bachelor of Arts in Leadership and Organization Studies (Bachelor of Arts Completion Program)

[Degree Requirements \(http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/universitycollege/leadershipandorganizationstudies/#programofstudytext\)](http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/universitycollege/leadershipandorganizationstudies/#programofstudytext)

## **BACP 2050 Writing Workshop (4 Credits)**

The Writing Workshop focuses on developing essential writing skills that boost confidence and improve performance in university coursework and the workplace. This course is designed to enhance students' research and writing abilities, providing them with the tools and knowledge to effectively communicate ideas in a variety of contexts. Through a combination of practical exercises, collaborative work, and critical analysis, students will develop proficiency in writing clearly. They will learn to employ conventions of structure, style, voice, grammar, and mechanics to produce writing tailored for specific purposes and audiences. Additionally, they will learn how to apply a style guide successfully.

## **BACP 2075 Data Concepts and Structures (4 Credits)**

This course will cover the basics of data to include data concepts, terminology, and literacy. Students will learn what typical data sets are, how data relationships work, and where data is stored. These concepts will be the basis for data analysis using commonly available tools and techniques.

## **BACP 3350 Directed Research (4 Credits)**

Directed Research introduces students to academic research with focus on developing substantive academic arguments. In this course, students select a topic from their majors to research and produce an argumentative research paper. This course focuses on several aspects of the academic writing and research process. Students will apply critical thinking, identification, assessment, and application of arguments in academic work. They will practice developing claims, annotating sources, and integrating effective and accurate sources into one's own writing. This course also emphasizes appropriate use of collegiate-level grammar, mechanics, and style, and correct use of Turabian Author-Date style citations and University College format requirements.

## **BACP 3400 Civic Engagement (4 Credits)**

Because education has social as well as personal benefits, it carries with it opportunities and obligations for civic engagement. Most people have some desire to be of help to others, but knowing how to help without interfering or being condescending often requires cultivated sensitivity. The Civic Engagement project provides students with an opportunity to identify a community need, learn how that need is or is not being addressed, and get engaged in a particular set of service activities for an agreed upon duration of time. Students may receive help with finding appropriate settings through DU's Center for Community Engagement and Service Learning. Online students receive help in how to identify service learning opportunities in their local communities or through their employers. Students are expected to keep and submit a reflective log on the nature of their activity and the learning they have derived from it.

## **BACP 3450 Integrative Project Design (4 Credits)**

Through this course, students create a project design for their integrative project which is conducted and completed in BACP 3500. This course, along with BACP 3500, emphasizes B.A. Completion Program learning objectives: creativity, critical thinking, knowledge utilization, decision-making, empowerment, and effective communication. Students design a research-based project, which, when the project is completed, illuminates the problem and argues for a set of activities addressing the issues and proposing a possible solution. In doing so, students draw on theories, concepts, and knowledge from several different courses in their major. Students complete the design document for the Integrative Project Report including the identification and definition of the problem, purpose of their project, setting/context for the project, an extensive literature review outline, preliminary methods of investigation, and a timeline for completion. Students leave the course prepared to begin the Integrative Project.

**BACP 3500 Integrative Project (4 Credits)**

Students in all majors design, complete, and submit an integrative project. The project comprises implementation of the project design developed in BACP 3450. The integrative project requires: clear problem definition; gathering high-quality relevant evidence; analyzing and evaluating evidence, data, and information; developing findings (e.g., conclusions, recommendations, decisions, results, observations, inferences, solutions, etc.); and crafting arguments to explain how and why these findings were reached, and why the findings are valid. The project focuses on utilizing background knowledge or skills developed throughout the BACP, integration of evidence, applying critical thinking skills, and presenting a coherent and persuasive culminating academic paper. The emphasis is on combining several concepts, types of knowledge, and skills learned through the B.A. Completion Program to address a specific challenge. Through this project students learn how multiple perspectives can be integrated to create useful solutions to defined problems.

**BACP 3980 Internship (0-4 Credits)**

The Bachelor of Arts Degree Completion Program Internship is designed to offer students a purposeful experience in a practical, industry-related setting. The internship is an individualized learning experience. A plan is created for each student in conjunction with the internship site supervisor to provide experiences related to the skills and knowledge covered in their programs and their professional goals. Students are responsible for finding their own internship site and proposing their internship ideas. To be eligible for an internship, completing a minimum of 28 hours of coursework is required OR Academic Director approval.

**BACP 3991 Independent Study (1-4 Credits)**

Student completes special learning project on a topic which is not covered by an existing course. This project is completed under faculty supervision. Topic and assignments must be approved by supervising instructor and Bachelor of Arts Completion Program director.

## Information Technology

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Students pursuing the information technology major expand their fundamental technology knowledge and take their IT careers to the next level at University College, where classes are designed and delivered for busy adults.

A technology degree, offered as hybrid and/or online, allows students to explore and develop practical skills in systems analysis and design, networking, cybersecurity, databases, and web design and programming. Whether currently working in the information technology field or aspiring to, the hands-on instruction and interdisciplinary approach provide students with the skills necessary to thrive in the IT industry.

**Students who major in information technology will be well-prepared to apply for the Information Technology master's program offered by University College, as the undergraduate major provides the fundamental building blocks for a technology career or further study of IT at the graduate level. Bachelor's completion students complete an information technology integrative project that expands their fundamental knowledge, allowing them to further explore the field through research and writing.**

This degree prepares students to:

- Demonstrate effective and persuasive oral, written, and non-verbal communication techniques using tone and principles appropriate to the audience.
- Apply information technology theory and principles to formulate well-organized arguments in writing and speaking that contain a clear purpose, relevant content, and a conclusion that directly reflects the purpose and strength of the content.
- Plan, create, assess, and evaluate effective web design using current web development tools, written evaluations, and design projects.
- Distinguish, reproduce, and employ informational technology programming skills using web and non-web-based practical projects, program analysis, and project management techniques.
- Quantify data, analyze trends and exceptions, and establish the reliability of conclusions within an information technology framework.

### Undergraduate Certificate in Information Technology Foundations

Students in the Information Technology Foundations certificate will develop the foundational knowledge of the IT field needed to work within the information technology field through hands-on applied instruction on topics such as systems analysis and design, network fundamentals, programming, and data structures, and one specific area of interest within the field.

This certificate prepares students to:

- Employ structured programming concepts focused on logic and data.
- Explain the purpose, objectives, and fundamental principles of IT for systems design.
- Evaluate existing network and technology options for identifying which will best meet organizational needs.
- Articulate an in-depth understanding of one key sub-sector within the technology field.

## Information Technology

### Bachelor of Arts Major Requirements

(180 credits required for the degree) (p. 105)

Code	Title	Credits
<b>Major Courses (44 credits)</b>		
ST 3050	Quantitative Reasoning	4
ICT 3100	Systems Analysis and Design	4
ICT 3300	Programming and Data Structures	4
ICT 3400	Database Fundamentals	4
ICT 3500	Web Fundamentals	4
ICT 3800	Network and Internet Fundamentals	4
BACP 2075	Data Concepts and Structures	4
ICT 3200	Cybersecurity	4
ICT 3350	Software Development	4
ICT 3450	Emerging Professional Concepts	4
ICT 3980	Information Technology Internship	4
<b>Total Credits</b>		<b>44</b>

### Specialized Undergraduate Certificate in Information Technology Foundations

Code	Title	Credits
ICT 3100	Systems Analysis and Design	4
ICT 3200	Cybersecurity	4
ICT 3300	Programming and Data Structures	4
ICT 3400	Database Fundamentals	4
<b>Total Credits</b>		<b>16</b>

Minimum number of credits required for certificate: **16 credits**

#### ICT 3100 Systems Analysis and Design (4 Credits)

This course examines the systems analysis and design process from understanding what a system should do through how a system should be implemented. Topics include the System Development Life Cycle (SDLC); the roles of the Systems Analyst and Designer; an introduction to requirements gathering, including identifying user stories, use cases, use of modeling tools; and system design, user interface design, and database design. The course encourages interpersonal skill development with clients, users, and personnel involved in development, operation, and maintenance of a system. Quality issues such as software testing, configuration management, quality management, and process improvement are addressed throughout the course.

#### ICT 3200 Cybersecurity (4 Credits)

Given the constant increase of global technology usage, coupled with an escalation of threats to those systems, cybersecurity is a crucial practice for every learner to understand. This course will provide students with a fundamental overview of cybersecurity, including a set of basic skills needed to evaluate, remediate, and defend against risks within a technological environment. Additionally, students will gain the knowledge required to develop security plans for technological frameworks that are used personally and in organizations. This course is designed for students with varying cybersecurity experience and will empower them to acquire and maintain a strong security posture in their personal and professional lives. From those tasked with building new IT infrastructures to those managing marketing teams, this class will teach students how to best leverage cybersecurity for a safer digital community.

#### ICT 3300 Programming and Data Structures (4 Credits)

This course provides a first exposure to algorithms and fundamental data structures. Working "hands-on" with an integrated development environment, students learn to write and modify code in a widely used contemporary programming language, and discover how their acquired programming skills contribute to the plans, designs, implementations, tests, and maintenance of software solutions. Emphasis is placed on language syntax and structure, data types, arrays, Boolean logic, and functions. The course progresses to topics such as indirection, list and tree structures, object-oriented programming, application programming interfaces, and simple user interfaces.

**ICT 3350 Software Development (4 Credits)**

This course is an introduction to the development of modern software systems. The course examines best practices for software. It covers security issues and best practices related to developing web and cloud applications. This course lays the groundwork for a common understanding of the software development cycle. Students will learn definitions, rules, laws, and required skills for the software development life cycle. Course content will be applied to real-world scenarios.

**ICT 3400 Database Fundamentals (4 Credits)**

This course introduces databases and database system concepts. The material covers information systems design and implementation within a database management system environment. Incorporating lecture content and lab exercises, this course gives students a solid comprehension of the benefits and limitations of databases, while allowing them to get hands-on experience building a user interface to an existing database. All application development will be done in a graphical environment, using a popular desktop database workbench. File processing issues will also be introduced. Prerequisites: ICT 3100, ICT 3300, or equivalent experience.

**ICT 3450 Emerging Professional Concepts (4 Credits)**

New ideas arise in the technology sector almost daily. This course is designed to focus on emerging professional concepts that are timely, relevant, and forward-thinking. The course topics will change as trends emerge. Students will research, write, and present about the special topic in context.

**ICT 3500 Web Fundamentals (4 Credits)**

This course explores the fundamental development techniques of web page design using Hypertext Markup Language (HTML). Students learn how to create fully functional web pages by utilizing web fundamentals and best practices, including: how to effectively create layouts, use graphics, create hyperlinks, and use text formatting features of HTML. In addition, students are introduced to the use of cascading style sheets (CSS) to enhance the look of web pages. To better prepare students for evolving web standards, the course introduces students to the new HTML5 specifications and CSS3 features.

**ICT 3800 Network and Internet Fundamentals (4 Credits)**

This course covers networking and Internet technologies, hardware, software, and network communications protocols. Students gain knowledge of networking and telecommunications fundamentals including Local and Wide Area Networks, wireless communications, and the Internet. The core of the TCP/IP protocol suite is explored. Voice and data communication concepts, models, standards, and protocols are studied. Students learn about the ramifications of network characteristics such as throughput, latency and jitter on applications and the user experience. Students are introduced to the process of evaluation, selection, and implementation of different communication options within an organization.

**ICT 3950 Field Experience in Information Technology (4 Credits)**

This course is an experiential learning collaboration between a student, a faculty advisor, and a professional supervisor, offering students an opportunity to apply their content knowledge to a professional setting. Students will integrate academic theory with practical experience in a professional field of interest. Additional site-specific learning outcomes are established in conjunction with the site supervisor.

**ICT 3980 Information Technology Internship (0-4 Credits)**

Students will use their internships to integrate knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent work products will be created.

## Leadership and Organization Studies

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With more than 20 percent of all undergraduate degrees in the United States being business-related, individuals must differentiate themselves to compete in the global job market. A bachelor's degree in Leadership and Organization Studies draws on several diverse subjects such as management, economics, sociology, and psychology to help students learn how to function creatively and effectively in all types of organizations including business, government, and non-profit.

The critical learning outcomes of a leadership degree are similar to a traditional undergraduate business major; however, it offers much more, including civic engagement opportunities, training and development techniques, organizational behavior knowledge, and key communication skills. A leadership degree prepares graduates to analyze and change organizational structures, as well as gain perspective on the roles of effective leaders and followers within business. Degree-seekers can take their education to the next level by combining essential business skills with leadership, project management, and communication techniques—a diverse portfolio of knowledge that will help students succeed as leaders in the business world.

Students in the Bachelor of Arts Completion Program have the opportunity to learn through applied classes that are career-relevant and focus on the experience students bring to the classroom. Students can take classes in this bachelor's degree completion program as hybrid and/or online and learn how to function on high-performance teams, leverage diversity, and resolve conflict. Bachelor's completion students complete a leadership integrative project that expands their perspectives of leadership.

This degree prepares students to:



- Demonstrate effective and persuasive oral, written, and non-verbal communication techniques using tone and principles appropriate to the audience.
- Apply leadership and organization studies theory and principles to formulate well-organized arguments in writing and speaking that contain a clear purpose, relevant content, and a conclusion that directly reflects the purpose and strength of the content.
- Explain and compare roles, ethics, and theoretical perspectives of effective leaders and followers.
- Recognize and apply key functions of leadership through support, consideration, and management of cultural diversity.
- Investigate, explain, and apply the skills of financial oversight to an organization using readily available information.

### Undergraduate Certificate in Leading Teams

The Leading Teams certificate allows students to demonstrate greater expertise in leading professional teams. The certificate allows for the further development of leadership skills and competencies for application in students' professional lives including awareness of the self as a leader, key leadership perspectives, cultural diversity considerations, and impactfully managing groups and teams. The certificate applies a keen awareness of diversity, equity, and inclusion concepts throughout the coursework. Transfer courses are not accepted for the certificate courses. All 16 or 17 credits must be completed within University College.

This certificate prepares students to:

- Explain the roles, ethics, and theoretical perspectives of effective leaders and followers.
- Articulate a vision for themselves as leaders within organizations and to their teams.
- Apply key functions of leadership through support, consideration, and management of cultural diversity.
- Evaluate effective leadership behaviors, skills, and characteristics that positively and negatively impact groups and teams.

## Leadership and Organization Studies Bachelor of Arts Major Requirements

(180 credits required for the degree) (p. 105)

Code	Title	Credits
<b>Major Courses (40 credits)</b>		
LOS 3050	Financial Management	4
LOS 3100	Leading with an Entrepreneurial Mindset	4
LOS 3150	Leading Groups and Teams	4
LOS 3200	Cross-Cultural Leadership	4
LOS 3250	Learning in Organizations	4
LOS 3300	Project Management	4
BACP 3350	Directed Research	4
BACP 3400	Civic Engagement	4
BACP 3450	Integrative Project Design	4
BACP 3500	Integrative Project	4
<b>Total Credits</b>		<b>40</b>

### Specialized Undergraduate Certificate in Leading Teams

Code	Title	Credits
LOS 1000 or LOS 2100	Front-line Manager Essentials Leadership	4-5
LOS 2050	Organizational Behavior	4
LOS 3150	Leading Groups and Teams	4
LOS 3200	Cross-Cultural Leadership	4
<b>Total Credits</b>		<b>16-17</b>

Minimum number of credits required for certificate: 16 credits

**LOS 1000 Frontline Manager Leadership Essentials (5 Credits)**

The course delivers foundational leadership and management skills necessary to succeed in a first management position and incorporates extensive one-on-one learner coaching. The core concepts for this course include the following: Understanding oneself as a leader, including styles of leadership; strengthening relationships by understanding others, including diversity, equity, and inclusion; professional communication skills (oral, written, listening); delivering and receiving feedback and coaching employees; transitioning from a peer to a leader/manager role, developing a robust and inclusive team culture; building and motivating a high-performance team; and hiring, onboarding, and individual performance management. Practical experience and application of content form the student experience. Students leave with a professional leadership development plan for implementation in their front-line manager roles.

**LOS 1010 Essential Skills: Goal Setting, Time Management & Communication (0 Credits)**

This course delivers essential and practical skills in goal setting and motivation, time management, and communication. Core concepts include professional communication skills (non-verbal, verbal, written, and listening), motivators to inform short and long-term goal setting and achievement, and time management techniques to better utilize time, prioritize tasks, and adapt to unexpected circumstances. Learners can customize their learning journey through three different skill development levels. The course utilizes a work-based learning design that allows learners to integrate skill development with critical reflection for professional and personal growth.

**LOS 2025 Leadership Development in Action (4 Credits)**

Developing effective and successful leadership competencies is a lifelong endeavor that begins with the self and evolves throughout our career journey. In this course, inclusive leaders will be examined, including core leadership competencies and practices that may vary due to the organizational culture and structure. Students will identify core behaviors and practices along with effective communication skills and problem-solving tools to effectively move an organization forward. Students will assess their own leadership competencies and areas for growth to construct a personal leadership development plan.

**LOS 2050 Organizational Behavior (4 Credits)**

Organizations serve as the fundamental building blocks of society. Most people spend hours of time weekly working in organizations. This course focuses on organizational structure and design by uncovering the dynamics of individual, work group/team and corporate behavior. Through reading, case studies and interaction, students learn about decision-making, problem-solving, patterns of interaction and facilitation of change.

**LOS 2100 Leadership (4 Credits)**

What is leadership and how do leaders lead? Can leadership be learned? What skills do 21st-century leaders need? This course provides an opportunity to examine leadership theories, to develop a personal understanding of leadership, and to explore the relations of leaders and followers. The essential skills of effective leaders are explored, such as elaborating a vision, facilitating communication, working with diversity in organizations, shaping an ethical climate, and facilitating change. Students will be encouraged to examine systematically their own leadership potential as they reflect on historical and contemporary examples of effective business and political leaders as well as leaders of causes and social movements.

**LOS 3050 Financial Management (4 Credits)**

All organizations, businesses, governments, and not-for-profits must deal with financial matters. This course provides opportunities to learn how to read and use financial data in order to develop systems for budget creation and control, profit forecasting, and long-range development. Basic principles of accounting, cost analysis and control, revenue and expense forecasting, return on investment, and capital reinvestment are studied and applied to examples. The leader's roles in financial management are examined, including technical, conceptual, and value considerations.

**LOS 3100 Leading with an Entrepreneurial Mindset (4 Credits)**

Many people dream of being their own boss or starting their own business. This course explores the challenges of entrepreneurship, both starting a new business and bringing the entrepreneurial mindset to a large organization. Students examine the basic processes underlying entrepreneurship, including idea generation, prospect assessment, cost analysis, creating buy-in, and launching the product or service. Examples of successful and unsuccessful entrepreneurs will be examined to identify common patterns. Students will study and discuss entrepreneurship as a set of skills, values, and attitudes, and are invited to consider how they can apply entrepreneurship as a life skill.

**LOS 3150 Leading Groups and Teams (4 Credits)**

All teams are groups, but not all groups truly function as teams. Successful organizational leaders recognize the differences and are adept at strategically creating diverse groups and teams to accomplish organizational goals. This course offers applied leadership strategies addressing the various types of teams, principles of team behavior, strategies for avoiding team dysfunction, effective team leadership, and leveraging interpersonal strategies and organizational resources to ensure collaboration, synergy, and effectiveness.

**LOS 3200 Cross-Cultural Leadership (4 Credits)**

This course examines the leadership dynamics of culture, including but not limited to gender, socioeconomic status, race, religion, and social values at a global level. The purpose is to allow for the students to understand cultural competencies and give them the ability to manage in a diverse workforce in our twenty-first-century global society. #Because most successful companies recognize the value of workplace diversity and its impact on organizational effectiveness, many invest considerable time and resources into the development of cross-cultural leadership. #This course explores the dynamic subject of cross-cultural leadership from multiple perspectives, using both domestic and international lenses for inquiry. #t examines the related concepts of organizational communication, culture and cultural awareness, conflict resolution, and inclusive business systems. Students will learn about leadership prospects and examine how cooperation among different cultural backgrounds lead to the achievement of common goals. Students will explore best practice models that address cultural differences in the professional and personal space. Additionally, they will learn how to adapt, communicate, and think critically in professional and personal settings.

**LOS 3250 Learning in Organizations (4 Credits)**

Accelerating change in society and in organizations challenges individuals and the organization as a whole to engage in a process of continuous learning. In this course, basic concepts of individual and organizational learning are explored both in terms of their intrinsic value to individuals and as the source of competitive advantage to the organization. How is learning conceived of and structured throughout organizations? How is the return on investment in learning evaluated? This course provides an overview of what organizations do for the training and development of employees, how they structure knowledge sharing, and how they institutionalize within the organization the knowledge of its members through effective knowledge management practices.

**LOS 3300 Project Management (4 Credits)**

Work in organizations, or in the collaboration among organizations is often structured as projects. Almost any individual in an organization can be called upon to participate in or lead a project. Projects have deliverables that must be met within an agreed-upon time frame and budget. In this course, students learn the basic concepts and processes of project management including how to establish standards of performance, allot time, calculate costs, develop work-break-down structures, and delineate critical pathways. Students also learn about software tools available to plan and track successful projects to completion. Work in organizations, or in the collaboration among organizations, is often structured as projects. Almost any individual in an organization can be called upon to participate in or lead a project. Projects have “deliverables” that must be met within an agreed-upon time frame and budget. In this course, students learn the basic concepts and processes of project management: how to establish standards of performance, allot time, calculate costs, develop work breakdown structures, delineate critical pathways, enlist people and resources, and motivate accomplishment.

**LOS 3325 Applied Project Management II (4 Credits)**

This applied project management course is a continuation of concepts learned in LOS 3300 Project Management and focuses on project management strategies and tactics, including understanding data, tracking, and software used to manage projects. A project will be managed from conceptualization to evaluation, and will employ hands-on use of project management tools to execute projects related to their major. Students focus on real-world examples, best practices, and have the opportunity to develop, deploy, and evaluate project management tools and technologies. Prerequisite: LOS 3300.

**LOS 3326 Applied Project Management II Lab (1 Credit)**

Taken in conjunction with LOS 3325 Applied Project Management, this course provides students with hands-on use of project management tools to execute projects related to their major. Students focus on real-world examples, best practices, and have the opportunity to develop, deploy, and evaluate project management tools and technologies. Prerequisite: LOS 3300.

## Transportation and Supply Chain

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 Web Site: <http://www.universitycollege.du.edu>

Gain the foundational elements needed to effectively manage the transportation of goods and people through a Bachelor of Arts in Transportation and Supply Chain. This exciting major offered in the Bachelor of Arts Completion Program at University College will prepare students to pursue more advanced career opportunities or education in the transportation and supply chain sectors.

Developed in partnership with the Transportation and Supply Chain Institute at the University of Denver, the BA in Transportation and Supply Chain offers hands-on instruction that covers transportation safety and security issues, law and policy, economics and finance, international trade, supply-chain logistics, and transportation modes and nodes. Students who major in Transportation and Supply Chain will also develop superior communication, creative, and decision-making skills—transferable outcomes provided by the bachelor’s program that can be applied immediately. The Transportation and Supply Chain degree requires a field experience, which allows the student to further explore the sector through a professionally-focused project.

This degree prepares students to:

- Demonstrate effective and persuasive oral, written, and non-verbal communication techniques using tone and principles appropriate to the audience.
- Apply global commerce and transportation theory and principles to formulate well-organized arguments in writing and speaking that contain a clear purpose, relevant content, and a conclusion that directly reflects the purpose and strength of the content.
- Describe how different transportation modes and intermodal transportation interface with key supply chain nodes to create a global supply chain.
- Analyze the strengths and limitations of transportation policy in promoting public welfare.
- Quantify data, analyze trends and exceptions, and establish the reliability of conclusions within an intermodal transportation framework.

## Undergraduate Certificate in Transportation and Supply Chain Operations

Developed in partnership with the Transportation Institute at the University of Denver, the Transportation and Supply Chain Operations certificate offers hands-on instruction that covers foundational elements within the transportation and supply chain industry, safety and security issues, law and policy, economics and finance, supply-chain logistics, and transportation modalities.

This certificate prepares students to:

- Describe how different transportation modalities interface with key supply chains for the movement of goods.
- Analyze market dynamics and trends across transportation and supply chain functions.
- Identify the opportunities and business risks, strengths and limitations of operations, inventory management, and warehousing.

## Transportation and Supply Chain Bachelor of Arts Major Requirements

(180 credits required for the degree) (p. 105)

### Required courses for the Transportation and Supply Chain major:

Code	Title	Credits
BACP 2075	Data Concepts and Structures	4
GS 3050	Economics and Finance	4
GS 3100	Understanding International Trade	4
GLBL 3100	Procurement, Sales, and Customer Relationships	4
GLBL 3200	Transportation Modes and Nodes	4
GLBL 3250	Supply Chain and Logistics Systems	4
GLBL 3275	Warehouse and Asset Management	4
GLBL 3300	Transportation Policy, Safety, & Security	4
GLBL 3325	Integrated Operations Planning and Inventory Management	4
GLBL 3500	Field Experience in Transportation and Supply Chain	4
LOS 3300	Project Management	4
LOS 3325	Applied Project Management II	3
LOS 3326	Applied Project Management II Lab	1
<b>Total Credits</b>		<b>48</b>

### Specialized Undergraduate Certificate in Transportation and Supply Chain Operations

Code	Title	Credits
GLBL 3200	Transportation Modes and Nodes	4
GLBL 3250	Supply Chain and Logistics Systems	4
GLBL 3275	Warehouse and Asset Management	4
GLBL 3325	Integrated Operations Planning and Inventory Management	4
<b>Total Credits</b>		<b>16</b>

Minimum number of credits required for certificate: 16 credits

#### GLBL 3100 Procurement, Sales, and Customer Relationships (4 Credits)

This course exposes students to the theory and practices commonly used by best-in-class organizations relative to procurement, sales, and customer relationship management. The focus of the course is on the tactical approaches involved in marketing to potential customers, the procurement process, account set-up, quality customer experience, and customer relationship management including customer retention strategies.

#### GLBL 3200 Transportation Modes and Nodes (4 Credits)

This course provides an overview of the role of freight transportation to drive global economic development from its historical roots into the future. Global supply chains are built on a foundation of transportation modes. This foundation has evolved with value derived from speed, cost, capacity, flexibility, reliability, and technological adaptation. Greater risk is now present in this foundation stemming from cyberthreats, political volatility, and public health crises. Transport modes have grown over time to include maritime (ships and barges,) surface (rail, trucks, and vans,) air (planes, helicopters, and drones,) and underground (pipelines.) Students will learn about the characteristics of these modes and the nodes with which they interact including ports, terminals, distribution centers, and flow centers. Whether working for a manufacturer, distributor, retailer, or e-tailer, students learn how effectively manage transportation, which is a key factor in profitability and customer satisfaction.

**GLBL 3250 Supply Chain and Logistics Systems (4 Credits)**

This class provides an overview of supply chain management as a key business function that holistically integrates functions such as planning, purchasing, inventory control, transportation, and warehousing. Students learn about topics such as designing supply and distribution networks aligned with the firm's business and supply chain strategy as well as improving supply chain performance via SCOR, Lean, and Six Sigma techniques. Students explore how various aspects of supply chain management are integrated within the firm as well as coordinated with suppliers, trading partners, and logistics/transportation providers to deliver superior customer satisfaction. Making sound strategic and tactical decisions are learned by managing a global consumer electronics supply chain via an online simulation. Best practices are investigated by studying some of the world's top supply chains.

**GLBL 3275 Warehouse and Asset Management (4 Credits)**

Learn the essential elements of warehouse management, focused on the role of an operations manager to lead people, develop and manage processes, and design and implement technologies. The scope of the course will be related to both warehouses and distribution centers within the supply chain. Gain an understanding of the role of warehouses and distribution centers in relation to the overall global supply chain system.

**GLBL 3300 Transportation Policy, Safety, & Security (4 Credits)**

This course provides an overview of the many public policy dimensions of transportation systems. It examines government regulations affecting transportation businesses, environmental regulations, labor laws, finance, public welfare, and the general relationship between economic policy and transportation investment. The class focuses on personal mobility (autos, highways, urban transit, and airlines), including freight transport (rail, ports, and pipelines). Future directions in transportation-related public policy are also addressed.

**GLBL 3325 Integrated Operations Planning and Inventory Management (4 Credits)**

The world of interconnectedness requires sophisticated planning and execution to supply the world. Sales, Inventory, and Operational Planning (SIOP) are parts of an integrated business management process through which the executive/leadership teams can continuously achieve focus, alignment, and harmonization among all functions of an organization. In this course, students will learn the essential components of this process, how strategic operational plans are developed and synchronized, the inputs and outputs of the process, and the ways Key Performance Indicators (KPI) influence and guide the organization.

**GLBL 3350 Transportation Safety and Security (4 Credits)**

Transportation security in the 21st century challenges the capabilities of our global transportation infrastructure. This course explores the ever-evolving requirements imposed on industry practitioners and encourages students to develop skill sets and knowledge required to embed security in transportation systems. We examine the evolution of the industry's concerns about safety, including concerns about security, and analyze how these concerns drive workforce training and resource allocation. Students assess technological and economic challenges to ensure safe and secure transportation systems. In addition to physical security issues, this course also examines the issues of resilience and preparedness, and how they drive industry practitioners, policy planners, and stakeholders.

**GLBL 3500 Field Experience in Transportation and Supply Chain (4 Credits)**

This course is an experiential learning collaboration between a student, a faculty advisor, and a professional supervisor, offering students an opportunity to apply their content knowledge to a professional setting. Students will integrate academic theory with practical experience in a professional field of interest. Additional site-specific learning outcomes are established in conjunction with the site supervisor.

## Dual Undergraduate/Graduate Programs

University of Denver Dual Programs (<http://bulletin.du.edu/undergraduate/dualundergraduategraduateprograms/dudualprograms/>)

Global Masters Scholars (<http://bulletin.du.edu/undergraduate/dualundergraduategraduateprograms/globalmastersscholars/>)

## University of Denver Dual Programs

A Dual Undergraduate-Graduate Degree Program is an institutionally approved program in which a DU undergraduate student begins taking classes toward a graduate degree program prior to earning a baccalaureate degree. Both degrees must be earned within five years of matriculation into the undergraduate degree program. Students pursuing a dual degree with a Juris Doctorate must earn both degrees within six years.

The programs may reduce a limited number of both undergraduate and graduate credit hours toward both degrees. A listing of Dual Undergraduate-Graduate Programs, including admission and program credit requirements, may be found in the University of Denver Graduate Bulletin (<http://bulletin.du.edu/graduate/dual-degrees/dual-undergraduate-graduate-degree-programs/>).

## Global Masters Scholars

A Global Masters Scholars program is an articulated agreement between a DU academic department, a strategic or priority partner institution, and the DU Office of Internationalization where the curriculum is mapped so that the student is able to complete the DU undergraduate degree and be prepared to successfully enter a master's degree at the partner institution.

The Global Masters model consists of the first 3 years of undergraduate study taking place at DU, then 1 year of study abroad at the partner institution (DU's fourth year). The 3 years at DU and 1 year of study abroad constitutes a Bachelor's Degree from the University of Denver. During the 1 year of study abroad, students will follow all Office of International Education (<http://bulletin.du.edu/undergraduate/studyabroad/>) policies and be able to apply Cherrington Global Scholars benefits if applicable. Upon completion of the 1 year study abroad, the student will graduate from the University

of Denver and no longer be a DU student. The fifth and final year of study will take place at the partner institution, in which the student will be a full-time student of the partner institution and, upon completion, will be awarded a Master's degree by the partner institution. Students enrolled at DU may opt into the Global Masters programs if they meet their department's eligibility requirements, DU's study abroad and exchange requirements, and any additional requirements determined for a specific Global Masters programs.

## Global Masters Program

### Lund University, Sweden

- **Global Masters in Biological Sciences:** DU Department of Biological Sciences (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/biology/>) and LU Department of Biology
- **Global Masters in Political Science:** Department of Political Science (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/politicalscience/>) and LU Department of Political Science
- **Global Masters in Geography:** DU Department of Geography and Environment (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/geographyandtheenvironment/>) and LU Department of Physical Geography and Ecosystem Science

### University of Glasgow, Scotland

- **Global Masters in English:** DU Department of English (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/english/>) and GU School of Critical Studies
- **Global Masters in Engineering:** DU Daniel Felix Ritchie School of Engineering and Computer Science (MME (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/mechanicalandmaterialsengineering/>) & ECE (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/electricalandcomputerengineering/>)) and GU School of Engineering

### University of Western Australia, Australia

- **Global Masters in Business Information & Logistics:** DU Department of Business Information & Analytics (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/businessintelligenceandanalytics/>) and UWA Business School
- **Global Masters in Biological Sciences:** DU Department of Biological Sciences (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/biology/>) and UWA School of Biological Sciences
- **Global Masters in Biotechnology:** DU Department of Biological Sciences (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/biology/>) and UWA School of Agriculture and Environment
- **Global Masters in Environmental Science:** DU Department of Geography and Environment (<http://bulletin.du.edu/undergraduate/majorsminorscoursedescriptions/traditionalbachelorsprogrammajorandminors/geographyandtheenvironment/>) and UWA School of Agriculture and Environment

## General Admissions Criteria and Process

These are the general guidelines for Global Masters Scholars at the University of Denver. Please consult with the individual DU academic department on other specific requirements.

- Students must be majoring in the Global Masters Program's subject area at the University of Denver.
- Students must apply and be approved through DU department or unit.
- Students must meet all the Office of International Education's admissions requirements and deadlines.
- A minimum 3.0 overall GPA at the time of application for the Global Masters program with DU department or unit and maintained through degree program after application submission (*Deadlines are typically in the Fall as established by the department or unit*).
- A minimum 3.5 GPA in the major is recommended by the Office of Internationalization. However, the DU department or unit, in collaboration with the partner university, will establish the GPA requirement, if higher than 3.0.

## Academic Advising

Academic Advising at the University of Denver is a partnership between students, faculty and staff academic advisors. Academic advising is a critical part of a student's educational experience. Students are provided with information regarding course planning, major, minor and degree requirements, transfer credit, academic policies, the academic exceptions process and campus resources that are available to empower students to meet their goals.



# Academic Advising for Traditional Programs

## Office of Academic Advising

Academic Advisors in the Office of Academic Advising support undergraduate students, with a focus on first-year students and exploratory/undeclared students. When students declare a major in their second year and beyond, students receive guidance from either a faculty advisor or program advisor to draw from their expertise in the major field.

The Office of Academic Advising is located in the Community Commons, Suite 3100. Office hours are 8 a.m.–4:30 p.m., Monday–Friday. For more information, call 303-871-7001, email [advising@du.edu](mailto:advising@du.edu) or visit the website at <https://academicaffairs.du.edu/academic-advising> (<https://academicaffairs.du.edu/academic-advising/>)

### Orientation and Transition Programs

To help students make the transition to college, DU offers several programs. These programs are designed to provide students with information, connect them to resources and services, and establish peer mentor connections. For more information, please visit the New Student & Family Programs website at <https://studentaffairs.du.edu/new-student-family>, or email at [Discoveries@du.edu](mailto:Discoveries@du.edu). The office can be reached by phone at 303-871-7599.

### Discoveries (DU New Student Welcome Experience)

Discoveries is our DU new student welcome experience designed to assist all new students as they begin their journey at the University of Denver.

- “DU Bound” Summer Newsletter - is a monthly new student email newsletter with essential information to help guide students along their DU journey and the Discoveries experience. Students should regularly check their DU email to stay informed.
- Discoveries Online – is a series of required online courses offered through Canvas (DU's campus Learning Management System) that provides students with essential information and resources to aid in orienting them to our community.
- Peer to Peer Mentorship – is offered to all new students. New students are paired with a current DU student, a 4D Peer Mentor, who supports them during their first year at DU. New students will be introduced to their 4D Peer Mentor prior to on-campus arrival.
- Discoveries Orientation - is a 5-day experience designed to physically orient new students to the DU campus, provide introductions to campus resources and support services, and afford time and opportunities to connect with other new DU students.
- First Ascent – is an experiential opportunity at the breathtaking Kennedy Mountain Campus (KMC). This experience allows students time and space to self-reflect and enjoy nature while connecting with their peers.

Discoveries information is sent to all students who have paid the admission deposit. Discoveries facilitates holistic student development by setting the foundation for academic progress, career preparation, wellness, living, learning, and personal development. Discoveries Orientation includes educational and experiential opportunities that help students get to know the University of Denver, the surrounding Denver community as well as our campus community standards and expectations. During orientation, new students will have small group meetings with peers and 4D Peer Mentors, meet their FSEM faculty member, learn to navigate campus, hear about essential resources, and reflect on their academic success in addition to their overall health, safety, and well-being. During evening activities, students meet other students and sample the many co-curricular opportunities available at DU.

## First-Year Seminar Program

The instructor for the student's FSEM 1111 First Year Seminar serves as the student's primary faculty for the introduction to the intellectual life of the University. Our FSEM faculty provide first year students with consistent mentoring and support while navigating university academic experiences. This course is required for all first-time, first-year students. Students register for FSEM 1111 online the summer prior to their enrollment. Students who do not pass or withdraw from their First-Year Seminar will be required to take **two** Advanced Seminars (ASEMs) to complete their Common Curriculum requirements.

## Business & International Studies Advising

### Daniels College of Business Advising

Daniels College of Business Undergraduate Programs is located in Margery Reed Hall and addresses questions about academic and career advising for students in years 2-4 who are interested in or already have declared business majors or minors. For more information, email [daniels.undergrad@du.edu](mailto:daniels.undergrad@du.edu) ([dcbundergrad@du.edu](mailto:dcbundergrad@du.edu)) or call 303-871-6910.

Students in any year of study who are pursuing a major in Hospitality Management receive advising support from Lauren Sepúlveda (lauren.sepulveda@du.edu or 303-871-4427).

First-year students receive advising support from the Office of Academic Advising, which is located in Community Commons Suite 3100 (advising@du.edu or 303-871-7001).

## International Studies Advising

The BA Program in International Studies advises current and prospective majors and minors on international studies program requirements and academic progress and verifies the completion of major requirements at the time of graduation. For more information, or to schedule an advising appointment, please email baints@du.edu or call 303-871-4495.

## Pre-Professional Programs

### Pre-Health Education & Advising (Pre-Dental, Medical, Nursing, Pharmacy, Physical Therapy, Physician Assistant, Veterinary, and Other Health-Related Professions)

The Office of Pre-Health Education & Advising provides academic and career advising for students from all majors who are interested in pursuing health-related careers (medicine, physician assistant, nursing, dentistry, pharmacy, physical therapy, veterinary medicine, and others). Pre-Health Education & Advising guides students in building strong academic and extracurricular preparation for professional school and developing the most competitive pre-health portfolio possible. Advising begins even before classes start in the freshman year and continues through all undergrad years, and even after graduation. Pre-Health Education & Advising provides support through advising, coordinating clinical, volunteer and research opportunities, and providing numerous workshops and events that enhance:

- portfolio development (volunteer, clinical and research experiences, and resume building)
- healthcare education and knowledge (academic courses, workshops, guest speakers and special events and activities)
- entrance exam preparation (advising for academic content and study skills, study prep and mock exams and interviews)
- process of applying to professional schools (educating and advising about writing personal statements, building competencies, interviewing and professional skills) The PreProfessional Committee provides application consultation and committee letters.
- participation in health-related student organizations (network and learn from DU peers and off-campus professionals)

Refer to the Pre-Health Education & Advising web site on the College of Natural Sciences & Mathematics home page for detailed information <https://science.du.edu/pre-health-advising> (<https://science.du.edu/pre-health-advising/>).

## Law

A student preparing for a career in law does not have to take any prescribed pre-legal courses or claim any particular major. The DU Sturm College of Law and most other leading law schools require students to earn a four-year baccalaureate degree with superior grades.

Business students may be interested in a legal studies (p. 216) minor. Liberal arts students may be interested in a socio-legal studies (p. 628) major or minor.

## University College Advising

The mission of the University College Advising Department is to provide guidance and tools to University College students that allow them to achieve their educational goals. To help students with their academic program, University College Academic Advisors are available to assist students by:

- explaining program requirements and assisting with course selection
- providing support and outreach to students with academic difficulty
- counseling students on policy or appeals procedures
- assisting with program changes
- helping students become active and strategic learners
- establishing student connections to faculty and campus resources.

Academic advising is available to all students at University College. Students may schedule an appointment with their academic advisor through MyDU or by calling the Student Support Center at 303-871-2291 or 1-800-347-2042. To schedule an advising appointment, log into MyDU and search "university college advisors". Choose Advisor(s) by program link, then select the program. Students can check availability and choose if they would prefer an in-office, phone, Teams, or Zoom appointment.

## Degree Audit

### Degree Audit

The Degree Audit is a planning document that provides a record of a student's progress toward fulfilling degree requirements.

It is a summary of the completion of overall degree requirements (e.g., common curriculum requirements, major and minor requirements and electives), including grade point average (GPA). Keep in mind that while the degree audit is useful, it is not a substitute for an appointment with an academic advisor nor is it an official record of courses and grades. The degree audit is intended as an advising tool only; it is not a transcript.

### Instructions for printing degree audits:

1. Log in to the MyDU Portal (<https://my.du.edu/>) using your DU ID number and password.
2. Using the search bar at the top of the page, type in Degree Audit.
3. Click on the link to open the degree audit.
4. Your Audit Worksheet will then load.
5. The audit worksheet displays a summary of the completion of overall current degree requirements.
6. If you have never generated a degree audit, click on the Process button located in the Degree Progress card. This same button will generate a new audit.
7. Click the print button at the top of the worksheet.

### "What-If" Analysis

Students may choose to run a degree audit for any degree or major using a "What-if" analysis. The *What-If* analysis allows you to run a degree audit for any degree and major combination to see how changes in the Program of Study could impact degree completion. Undergraduate students, if your current major is History, the *What-If* option can help you determine how your current courses would apply if you changed your major to French. Graduate students considering a change of program can run a degree audit to view course requirements for another program.

Please note: Undergraduate majors are still changed through the declaration of major form; some majors require a secondary admission process. Graduate students must still follow formal admission processes to change programs.

### Instructions for generating and printing a "What-If" analysis:

1. Log in to the MyDU Portal (<https://my.du.edu/>) using your DU ID number and password.
2. Using the search bar at the top of the page, type in Degree Audit.
3. Click on the link to open the degree audit.
4. Your Audit Worksheet will then load.
5. Click on the What-If tab, next to the academic tab, located under the box that contains your name, ID, and degree information.
6. The What-If scenario will require you to enter information regarding the curricula you would like to view. Enter all of the required information and click the Process button when you are ready.
7. The What-If audit will be created based on the information you entered and show you how completed courses, as well as in-progress and preregistered courses, will apply under the new curricula.
8. Click the print button at the top of the worksheet.

## Registration

### Registration Offices

Registration is overseen by different offices depending upon the student's program. Questions about the registration policies or procedures detailed below should be directed toward the appropriate office.

Traditional undergraduates may contact the Office of the Registrar at 303-871-4095 or visit [www.du.edu/registrar/](http://www.du.edu/registrar/) (<http://www.du.edu/registrar/>).

The University College Registrar can be reached at 303-871-2291 or visit [www.universitycollege.du.edu/bachelors/](http://www.universitycollege.du.edu/bachelors/) (<http://www.universitycollege.du.edu/bachelors/>).

## Registration Access

Students may not attend classes without being officially registered for them. Students may register online via the secure University portal MyDU (<https://my.du.edu/>) or in their program's registration office. Instructions for Web registration are available at [www.du.edu/registrar/](http://www.du.edu/registrar/) (<http://www.du.edu/registrar/>). The University of Denver does not print a quarterly course schedule. Go to [www.du.edu/registrar/](http://www.du.edu/registrar/) (<http://www.du.edu/registrar/>) and select Schedule of Classes from the Courses and Schedules dropdown menu. Select the appropriate quarter (only the Sturm College of Law uses the semester system) to search for course listings.

### Student's Financial Liability

It is the student's responsibility to know and abide by the University's payment and refund policies. By completing registration, the student agrees to pay the total amount of tuition and other charges set forth, whether or not the student attends these courses. It is the student's responsibility to drop any courses not attended or courses that the student does not plan to complete.

## Registration Clearance

Prior to each registration period, students must seek advising (p. 701) from their appropriate academic advisor in order to register for the upcoming quarter. Once a student has received advising, the advisor will indicate the student is cleared to register for courses at the student's assigned registration time. Students are responsible for knowing add/drop deadlines and processes, tuition adjustment schedules and health insurance waiver information, including waiver deadlines. All of this information can be obtained online at [www.du.edu/registrar](http://www.du.edu/registrar) (<http://www.du.edu/registrar/>).

## Registration Access

Students may register at or after their assigned time but not before. Students should not miss class to register. Registration is generally available online at M (<https://PioneerWeb.du.edu>)yDU (<https://my.du.edu/>) 24 hours a day, seven days a week during official registration periods. Online registration access may be unavailable when system maintenance is required. Students may also conduct registration transactions in their appropriate program office. Instructions for registering on the Web can be found at <http://www.du.edu/registrar/registration/howtoregister.html>.

## Registration Holds

A hold indicates that there is an obligation to fulfill or an action to be taken with an office on campus. The majority of holds prevent registration activities. Holds are also used to prevent the release of transcripts or the acceptance of admission applications.

Prior to the registration process, students are expected to check for holds. Holds typically have a contact phone number included in their description. To clear a hold, the student must contact the office issuing the hold to find out what must be done to fulfill the obligation(s).

Holds can be checked at any time by logging on to MyDU (<https://my.du.edu/>). Visit My Student Profile under Student Tools. Click on the Holds link in the top right corner. The type of hold is listed along with a contact phone number so that it can be addressed. Only the office that placed the hold can remove it.

## Registration for Traditional Undergraduates

The Time Ticket assignment process controls and manages the size and order of registration times. Time assignments are generated based on the number of credits a student has earned, including study abroad and transfer credits, and hours in progress (credits for which the student has registered but have not been graded). The system is designed so that the closer the student is to completing their degree, the more priority they are given to take the specific classes they need to finish their program. Students are placed in groups of 50-70 students in 10-minute timing intervals.

The University of Denver allows priority registration for the following types of students:

- Students with an approved accommodation through the Disability Services Program
  - Students who require pre-arranged support services, such as sign language interpreters that are necessary for accommodation;
  - Students who have physical constraints due to mobility loss, speed, and/or endurance;
  - Students who have physical or cognitive restrictions due to fatigue, sleep disorders, medication side effects, or sustained concentration as verified by a physician, medical reports, or psycho-educational evaluation;
  - Students who require medical treatment/intervention/therapy that highly impacts scheduling
- ROTC Students
- Athletes
- University Honors

Students granted priority registration are given an additional 45-credit placeholder in the calculation of their time assignment placing them in groups of students approximately one year ahead in progress toward their degrees. The groups of students accorded registration priority have been granted this based in recognition of unique scheduling constraints faced by these groups.

Go to <https://www.du.edu/registrar/registration/when-register> for more information.

## Readmitted and Returning Students

Students in good academic standing who are returning to the University after taking a leave of absence of one or more terms are eligible for registration provided the appropriate University official is notified prior to the first day of the scheduled registration period. Traditional students should meet with an academic advisor in Academic Advising prior to a leave of absence and upon returning to their program. University College students should consult with their academic advisor.

## Late Registration

Registration beginning on the first day of the quarter is considered late registration. Traditional students (continuing, new, returning from leave of absence and readmitted) who do not register for at least one course before the first day of the quarter are assessed a late-registration service charge that cannot be waived. A service charge of \$25 is assessed the first day of the quarter for all students who have not enrolled in at least one course prior to the first day of the quarter. A \$50 service charge is assessed from the second through the fifth days of the quarter. A \$100 service charge is assessed beginning the sixth business day and continuing through the remainder of the quarter.

# Course Registration

## Changes to Registration

Traditional undergraduate students may drop or add courses during a standard ten week term without approval or penalty during the first seven days of a quarter (Monday-Sunday, summer session excluded). Schedule changes can be made online via M (<https://PioneerWeb.du.edu>)yDU (<https://my.du.edu/dashboard/>). Students may also make schedule changes by contacting their college's registration office. See [www.du.edu/registrar](http://www.du.edu/registrar) (<http://www.du.edu/registrar/>) for specific dates and procedures regarding registration and drop/add deadlines.

## Section Changes

Students may change from one section of a course to another with the instructor's approval for the section being added. The section being dropped is deleted from the student's record.

## Adding Courses

Traditional students may add open courses through the first week of a standard ten week quarter without approval unless course-specific permissions are required (i.e., instructor, department, independent study/research form). University College courses must have instructor approval to add once they have begun.

After the first week of the quarter, students must add classes through their college's registration office. Instructor approval is required.

Students must be registered in courses they are attending. Students may not attend classes for which they are not enrolled. It is at the instructor's discretion to allow a student to enroll in a course after the first week of the term. Students are responsible for making up assignments for missed class meetings.

Under no circumstances may courses be added after the eighth week of the quarter (during the last 10 business days of the quarter). Refer to the Important Dates link under Calendars and Deadlines on the registrar's website for specific dates.

## Variable Credit Hours

Some courses can be taken for variable credit hours (e.g., a course can be taken for either 2 or 3 credits). If appropriate, students can select the desired credit hours during Web registration. When registering for a course with variable credit hours via the Web, by default a student is registered for the minimum number of credit hours. The student is responsible for changing the credit hours. This is accomplished once the course is added by clicking on the Schedule and Options tab in the top left corner of the registration screen. In the Schedule and Options tab, click on the underlined number in the Hours field. A drop down will become visible. Select the appropriate credits you wish to be registered for. Hit submit in the lower right hand corner. The credit hours for the course should change to the desired number.

## Registration Approvals

Courses requiring special permission or forms, such as independent study, directed study or independent research, may require registration in the appropriate registration office. Students are expected to identify prerequisites and course restrictions prior to attempting to register. Up-to-date prerequisite and restriction information is available on the online schedule of classes. Courses that have been transferred in from other institutions may not be recognized as meeting prerequisites and could result in a registration error message (due to missing prerequisites).

To prevent registration errors that block a student's ability to enroll in a course, the student should contact the appropriate office before the registration time assignment for required approvals or with requests for exceptions to restrictions. Proactive actions are particularly important for students participating in a study abroad program. When an academic unit deems it appropriate to grant approvals or permissions to override restrictions, or to enroll in closed courses, the approval can be given via the Faculty or Advisor granting a permit override or a signed drop/add form.

When a form is required or a registration error results at the time enrollment is attempted, the student should register for all other courses via the Web. The student can then procure the appropriate forms, signatures or electronic approvals without compromising his or her course schedule. Students who feel they are blocked from a course in error should contact their registration office immediately.

## Maximum Credit Hours and Full-Time Status

A full-time traditional undergraduate student may enroll for 12–19 quarter hours of credit each quarter. However, the tuition flat rate is set at 12–18 quarter hours (i.e., upon enrollment in 12 quarter hours, tuition remains the same through 18 quarter hours). Each quarter hour taken in excess of 18 hours, therefore, is charged at the current hourly tuition rate. University College students are not eligible for the flat-rate fee.

A quarter-hour load of more than 19 hours requires approval from Academic Resources; students in the Daniels College of Business may also need approval from Daniels College of Business Student Services. The total study load includes all courses taken at the University of Denver and at other institutions concurrently.

Courses taken for no credit (NC) are applied toward the total study load and tuition fee assessment. Approval for an overload status depends on a student's grade point average (minimum 3.0 the preceding quarter), the reason for requesting the overload and the student's work schedule. The maximum enrollment for any quarter is 20 quarter hours.

## Dropping Courses

### Administrative Withdrawal from Cancelled Courses

Students are administratively withdrawn from courses that are cancelled by the University. Cancelled courses are deleted from the student's record and tuition charges are reversed if appropriate. Students are notified of the cancellation by the department, college or school responsible for offering and cancelling the course.

### Student Responsibility

With the exception of administrative withdrawals, a student must officially drop a course or a failing ("F") grade is assigned. For example, if a student ceases to attend a course, the student remains enrolled in the course unless the student officially drops the course online or through their registration office. University College students must contact their registration office to officially withdraw from a course. Courses dropped after the end of the sixth week of the quarter require instructor's approval. The instructor's signature is required on an add/drop form.

A request for withdrawal submitted without required approvals will not be processed, and the student receives a failing ("F") grade for the course. The student is liable for payment of all tuition and charges related to the course.

### Mandated Withdrawal Resulting from Non-Attendance

The attendance policy for a course is left to each instructor's discretion. Traditional students who have not attended the first week of classes (or equivalent) and who have not made arrangements with instructors for excused absences prior to the first class meeting can be required to drop the course. Once the instructor notifies a student that she or he cannot attend the course, the student is expected to initiate the drop in their program's registration office. Students who are not allowed to continue in a course but who do not officially drop the course will earn a failing grade ("F") for the course. Students subject to mandated withdrawal due to nonattendance will be responsible for tuition and fees associated with the course at the time of withdrawal. Students who do not officially withdraw from the course will be responsible for all tuition and fees associated with the course.

### Official Drop Periods

Courses dropped through the first seven days of a traditional ten week quarter (Monday–Sunday, summer session excluded) are deleted from the student's record. Tuition will be reversed through this time period (first 10 percent of the term), if applicable.

A notation designating a withdrawal ("W") is assigned for courses officially dropped after the first week of the traditional ten week quarter. The course appears on the student's record with a withdrawal ("W") grade notation. Credit hours for the withdrawn course are not earned and the "W" grade notation is not calculated in the GPA. A course may be dropped without instructor approval through the published date for automatic withdrawal (generally the end of the sixth week of a quarter, 60 percent of the term). Withdrawal deadlines and tuition refund schedules are available at [www.du.edu/registrar](http://www.du.edu/registrar) (<http://www.du.edu/registrar/>).

## Withdrawal Restrictions

### Academic Integrity

The University of Denver creates an academic learning environment grounded in Academic Integrity. Students are expected to engage honestly and demonstrate responsibility in research and academic assignments. Therefore, all work and grades should result from the Student's own understanding of the materials and their effort.

When evidence/information indicates that a Student may have violated an Academic Integrity Policy, Academic Actions, Educational Outcomes, and Status Outcomes are possibilities. Academic Actions include, but are not limited to required re-do of an assignment, grade reduction, failure of an assignment, and/or failure of a course. Status Outcomes include written warning, probation, elevated probation, suspension, or dismissal. Students may appeal these decisions.

A student can be prevented from dropping a course when it is alleged they have engaged in academic dishonesty. A course can be reinstated if the student has dropped the course during the automatic withdrawal ("W") period. In cases of suspected academic dishonesty, the Office of the Registrar can reinstate a previously dropped course. The Office of the Registrar is not required to notify the student of reinstatement. If the Student is found responsible for violating an academic integrity policy, a withdrawal notation ("W") for the course, even if processed during the automatic withdrawal period, is not honored. If the Student is found not responsible for violating an academic integrity policy, and there has been an attempt to drop during the automatic withdrawal period, the drop is processed and a notation of withdrawn ("W") assigned. Refer to <https://studentaffairs.du.edu/student-rights-responsibilities/faculty-staff-resources/academic-integrity> (<https://studentaffairs.du.edu/student-rights-responsibilities/faculty-staff-resources/academic-integrity/>) for policies and procedures concerning academic integrity and the University of Denver Honor Code.

### Drops with Approval

An instructor may refuse permission to drop a course when a student is failing the course. After the sixth week of the quarter, approval from the instructor is required to drop a course. See [www.du.edu/registrar](http://www.du.edu/registrar) (<http://www.du.edu/registrar/>) for these and other important dates. Note: Five-week courses, interterms and summer sessions may have different deadlines. Please consult the Registrar's website for up-to-date information about add/drop and refund deadlines.

### Drop Deadlines

Withdrawals during the two weeks (10 business days, Monday–Friday) before the scheduled final exam period are not permitted. Exceptional approval: Students who have extenuating circumstances that make it necessary to drop classes after the drop deadline may contact Academic Resources to file



a Petition for Exception to Academic Policy. If granted, approval to drop courses after the drop deadline does not automatically grant a tuition refund. See the process for Tuition Refund Appeal (p. 712).

## Repeating Courses

Students must receive approval from their major department or college to repeat a nonrepeatable course. Credits in the major and the minor must be earned at the level of "C-" or better. Some degree programs require a "C-" or better for other requirements. A student may, if required by the program, repeat a nonrepeatable course. The highest grade received, if "C-" or better, fulfills requirements. However, hours earned toward graduation are counted only once. The course is counted as part of the regular class load, and the cumulative GPA includes all grades for the course.

Regular tuition is charged for the repeated course. However, only one repetition of a previously-passed course may count in a student's enrollment status for federal financial aid purposes. In other words, the third repetition may not be counted for federal financial aid such as student loans or grants.

# Course Information

## Online Schedule of Classes

Detailed information pertaining to classes available for the current academic year is viewable online via a searchable schedule of classes. Schedules for prior years are available in schedule archives. The online schedule of classes, instructions for use and schedule archives can be found on the Office of the Registrar website at [www.du.edu/registrar](http://www.du.edu/registrar) (<http://www.du.edu/registrar/>).

Because the online schedule of classes is available to the general public, prospective students and other interested parties can view detailed information about courses offered for specific terms. The detailed information available from the schedule of classes makes it a valuable tool for developing course schedules prior to advising and registration. The class schedule listing page includes instructor email links, section notes, meeting times and links to other section information for courses meeting search criteria.

## Course Number Designation

0001-0999: pre-collegiate, remedial, or continuing education unit courses

1000-1999: undergraduate courses (lower division)

2000-2999: advanced undergraduate courses (upper division)

3000-3999: advanced undergraduate and graduate courses (combined)

4000 or over: graduate courses

## Independent Study

Independent study offers the opportunity to extend learning beyond formal courses and to explore intellectual independence. To be eligible for Independent Study, a student should demonstrate qualities necessary for interested and intensive inquiry. Students must obtain an independent study form from their program's registration office. Registrar approval is required before the form is completed by the student, instructor and chair of the department.

The following policies apply:

- The independent study project must be considered as upper-division credit (course number 3991).
- At least one hour (quarter) of credit is required for Independent Study, and a maximum of 10 credit hours can be applied toward degree requirements, except for students in the Honors Program. Ordinarily, a maximum of five credit hours of independent study may be taken in any quarter.
- Individual academic departments may have further restrictions on the number of Independent Study hours that can be applied toward major requirements.
- Independent study may not replace a course listed in the course catalog.
- The student, instructor and chair of the department must agree upon the title and outline of the independent study project.

In addition to these policies, undergraduate students who do not meet the following criteria will not be approved for independent study.

## Non-Business Independent Study

To be eligible for independent study in non-business disciplines, an undergraduate must meet the following criteria:

- The student must be in academic good standing (i.e., a minimum 2.0 GPA).
- The student must have been enrolled as a full-time student during the preceding quarter.

## Business Independent Study

To be eligible for independent study in business disciplines, an undergraduate must meet the following criteria:

- The student must be a business major.
- Of the hours completed, 45 must have been completed at the University of Denver.
- The student must have been enrolled as a full-time student during the preceding quarter.
- The student must have a minimum 2.5 GPA.

## Independent Research

Independent research opportunities are available to students for dissertation and thesis research or other independent research.

The following policies apply:

- Independent research projects (course numbers generally ending in 995) appear on the student's transcript with the specific topic as the course title.
- On successful completion of the project or on its termination by request of the department, the research advisor will record a final grade. The department may use the A-F grading system in evaluating the research or record 'P' (pass) or 'F' (fail).
- Projects must be undertaken within the academic term in which they are registered.
- Students obtain applications from their academic department or the Office of the Registrar. Partial applications will not be processed.
- The responsibilities of the instructor of record are the following:
  1. See that the grades are submitted;
  2. Approve the course of research;
  3. Approve the credentials of other faculty involved;
  4. Agree to assume responsibility if problems arise.
- Registration after published registration dates is not permitted.

## Directed Study

A directed study course is a permanent catalog course delivered on an individual basis when the course is not offered in a given term. Directed study courses are approved under extenuating circumstances to provide an opportunity to complete a required course. The following policies apply:

- Directed study courses must be approved by the instructor and department concerned.
- Projects must be undertaken within the academic term in which they are registered.
- There can be no change in the basic content of the course. In particular, this means the level, subject code, description, title, grading policy (A-F, P/ NP), credits and course content cannot differ from the permanent course.
- Directed study courses use the same forms and processes as independent study. Partial applications are not processed.
- Registration after published registration dates is not permitted.
- The responsibilities of the instructor of record are to
  1. See that the grades are submitted;
  2. See that the material is presented in full in a timely manner;
  3. Approve the course of study;
  4. Approve the credentials of other faculty involved; and
  5. Agree to assume responsibility if problems arise. The faculty member must have taught the permanent course or a related course prior to teaching a directed study.

## Experiential Learning/Internship Credit

Juniors and seniors may earn up to 10 quarter hours of credit for cooperative education and internships if offered in their program. Approval by the faculty advisor and/or director of internships and cooperative education is required prior to registration or beginning the work experience. All internships follow a planned schedule of activities as established by the school in cooperation with the job establishment. Students are expected to maintain regular contact with their faculty advisor and complete appropriate assignments as dictated by their instructor.

## No Credit Registration

A student may register for no credit (NC) in any course with approval of the course instructor. Some programs may require additional approvals. No credit courses appear on the student's permanent record (transcript) with a grade of No Credit (NC). No Credit grades are not calculated in a student's GPA, and the credit hours do not apply toward a degree. All applicable tuition and fees are charged for NC registration. Course restrictions such as prerequisites apply to NC registration.

No-credit registration may not be changed to credit registration after the deadline for registration has passed. Credit registration may not be changed to no-credit registration after the deadline to drop classes.

No-credit course registrations count as full credit value in determining the total study load allowed. If adding the no-credit course creates a course overload, standard overload procedures apply.

Students receiving any type of financial aid, scholarship, grants or tuition waiver should check with the Office of Financial Aid before registering for NC as financial aid or waiver generally cannot be applied to courses taken for no credit.

## Audit Registration

Fulltime DU students may register to audit courses on a space-available basis. Audit registration permits students to participate in courses, but grades are not recorded and credit is not awarded. Permission from the instructor is required and some programs may require additional approvals. Course restrictions such as prerequisites apply to course auditors. The following course types may not be audited: online, lab, clinical, practicum, performance (except for ensemble), internship/externship, independent or directed study or studio. Course auditors do not submit assignments or participate in exams. Audited courses do not appear on a student's transcript and do not count for fulltime status, loan deferments, financial aid, etc.

Audit registration may not be changed to credit registration after the deadline for registration has passed. Credit registration may not be changed to audit registration after the deadline to drop classes. Students may audit only one course per term.

Enrolled, degree-seeking DU students may audit certain courses on a space available basis. Tuition is not charged, but relevant course fees are charged.

## Permission for Undergraduates to Register for Graduate Courses

Undergraduates may request to enroll in graduate courses that are well suited to their programs of study. This opportunity is available to seniors whose academic achievement makes graduate-level work appropriate. This policy applies to graduate courses with course numbers of 4000 and above. Some 3000-level courses are approved for either undergraduate or graduate credit. Undergraduate courses may not be taken for graduate credit.

### Graduate courses for undergraduate credit

Students must be classified as a senior and have an overall cumulative GPA of at least 3.0. The student must obtain approval of the course instructor; chair or program director of the graduate program; Office of Graduate Education; and the student's major advisor. Graduate courses taken for undergraduate credit may not be subsequently used to satisfy graduate requirements unless the student is in an approved dual undergraduate/graduate degree program.

### Graduate courses for graduate credit

Students who have been admitted to a DU graduate program do not require permission to register for a graduate course for graduate credit. Otherwise, undergraduate students must be classified as a senior and have an overall cumulative GPA of at least 3.0. The student must obtain approval of the course instructor; chair or program director of the graduate program; and Office of Graduate Education. Courses taken for graduate credit may not be used to satisfy undergraduate requirements unless the student is in an approved dual undergraduate/graduate degree program.

## Concurrent Registration

Students wanting to enroll in courses at another institution while enrolled at DU must petition the Academic Exceptions Committee (p. 720). No transfer credit is allowed for courses carried concurrently without prior permission. The total study load allowed may not exceed 19 quarter hours. Courses taken concurrently must not be available at the University of Denver.

# Immunizations and Health Insurance Requirements

## Immunization Requirements

### State of Colorado and University of Denver Immunization Requirements

Colorado State Law and University of Denver policy requires all students to receive two (2) doses of vaccine against measles, mumps, and rubella (MMR) and a review of information regarding Meningococcal disease (meningitis) prior to registration. Additionally, all first year undergraduates and students living in DU Housing must show proof the Meningococcal ACWY vaccination given within the past five (5) years.

If proof of immunity and acknowledgement of meningitis information (or proof of vaccination for incoming class) is not submitted to the University of Denver Health & Counseling Center, you will not be registered for classes. **Immunization record information must be submitted to the DU Health and Counseling Center by your program's registration date.**

*(Colorado Revised Statutes §25-4-901 to 909)*

**Students will NOT be able to register for Fall Term classes without providing this information.**

In the event of an MMR or meningitis outbreak on campus, those students for whom an exemption has been submitted will be withdrawn from classes by the CDPHE (Colorado Department of Public Health and Environment) until the outbreak is contained (this can take six to eight weeks). Those students who have exempted out of the requirements will not be entitled to a refund of tuition or a tuition credit for any missed time.

### Diversity, Equity and Inclusion Note

The HCC/DU recognizes that mandatory vaccination requirements may place undue burden on communities of color and those with trauma related to historical and contemporary experiences with medical care. We are relying on your compliance as we work to keep our communities safe. We have made efforts to remove barriers to care such as cost and access and follow the most rigorous scientific evidence available when providing and recommending healthcare to students. The premium is included on the tuition bill and is split into two coverage periods, fall and spring when students are enrolled in one (1) or more credit hours per quarter or semester.

<https://www.du.edu/health-and-counseling-center/medical/immunization.html>

**Note:** *University College students are exempt from this requirement.*

## Health Insurance Requirements

Student Health Insurance is a mandatory requirement at the University of Denver. If a student is covered by other insurance that complies with the Affordable Care Act requirement, in that can be waived. Refer to the Adequate Health Insurance Coverage (<https://www.du.edu/health-and-counseling-center/coveragecosts/waiver.html>) information.

*While the Health & Counseling Center (HCC) is open to all students, the HCC is not a Medicaid/Medicare provider. We encourage students to purchase the Health & Counseling Fee (HCF) in order to receive discounted services but the student is responsible for the remaining amounts as we do not bill insurance companies which includes Medicaid/Medicare. If a student is covered by Medicaid/Medicare, it is the patient's responsibility to seek a Medicaid/Medicare provider to ensure coverage for services.*

Please consider the many benefits of participating before waiving, especially if the student plans on enrolling in the Health and Counseling Fee. HCC Coverage Options (<https://www.du.edu/health-and-counseling-center/coveragecosts/>)

The Student Health Insurance Premium is assessed to students registered in most academic units on campus (excluding University College and programs including the Graduate Tax, Executive MBA and Continuous Enrollment for all programs). *The premium is included on the tuition bill and is split into two coverage periods, fall and spring when students are enrolled in one (1) or more credit hours per quarter or semester.*

\*DU students enrolled in a completely online program are not eligible for HCC services or to enroll in the DU Student Health Insurance Plan.

Please note: The DU HCC is the primary care provider for the DU SHIP.

<https://www.du.edu/health-and-counseling-center/coveragecosts/index.html> (<https://www.du.edu/health-and-counseling-center/coveragecosts/>)

## Tuition and Fees and Financial Aid

### Bursar's Office

The Bursar's Office provides the following services: tuition-billing, payment-counseling services, federal Perkins post-disbursement servicing, emergency and institutional short-term loans, tuition-receivable collection, past-due tuition payment arrangements and cashiering services. The Bursar's Office is located on the second level of University Hall, room 223. Cashiering services provided include processing tuition and loan payments. The Cashier's Office, located within the Bursar's Office, is open from 10 a.m. – Noon and 1 p.m. - 3 p.m. (MST), Monday–Thursday. The Bursar's Office can be contacted by phone at 303-871-4944, by email at [bursar@du.edu](mailto:bursar@du.edu) and by mail at Bursar's Office, 2197 S. University Blvd., Denver, CO 80208-9404.

### Financial Aid

In Financial Aid, we help students and their families finance a DU education. From applying for aid to managing unmet cost, we'll provide you with guidance, resources, and advice at every step along the way. Approximately 84 percent of undergraduate students receive financial assistance from the University in the form of merit scholarships, talent scholarships, need-based grants, long-term loans, and/or part-time employment. Financial aid is provided by the University, the State of Colorado, the federal government, and University supporters. All students who wish to apply for need-based aid, including scholarships, should file the Free Application for Federal Student Aid (<https://studentaid.gov/h/apply-for-aid/fafsa/>) (FAFSA) for consideration of federal and state financial aid and the CSS Profile (<https://cssprofile.collegeboard.org/>) for consideration of institutional aid. For a current student to be given priority consideration for all available funds, **the FAFSA and the CSS Profile should be filed no later than March 1st every year.** Additional documents may be requested for students who are selected for federal verification or who have conflicting information between the FAFSA and CSS Profile.

# Tuition and Fees

## Tuition and Fees

### Tuition Deposit

New undergraduate students must submit a nonrefundable \$300 deposit, payable through the Office of Admission, by May 1. The deposit is applied to the first quarter's tuition. The \$300 deposit does not apply to University College undergraduate students.

### Tuition Charges

Tuition for traditional undergraduate programs during the regular academic year (fall, winter and spring quarters) is charged at a "flat rate" for students carrying 12-18 quarter hours. Students registering for more than 18 quarter hours, including courses for no credit, are charged an hourly rate per quarter hour over 18. Other academic programs, such as those through University College, are charged an hourly rate and may have different rates. The "flat rate" does not apply to these programs. Tuition rates are the same for Colorado residents and nonresidents. The University reserves the right to make changes in tuition charges and refund policies without advance notice. Tuition and fees are due and payable on the 22nd of the month prior to the first day of the term. If registration activity occurs after the due date, tuition and fees are due and payable on the 22nd of the month following the registration activity. Information regarding payment methods and options can be found at [www.du.edu/bursar](http://www.du.edu/bursar) (<http://www.du.edu/bursar/>).

### Student Fees

To enhance opportunities for students' use of technology in and out of the classroom and to provide multiple modalities of student learning, a quarterly technology fee is charged to all students. This fee is based per quarter hour taken. The student activity fee is assessed to all undergraduates and provides funding for various campus activities designed to appeal to the entire undergraduate population.

### Late Payment Fee

Registered students for a given term who have not paid or made appropriate arrangements to pay their tuition by the due date may be assessed a late payment fee. Every 30 days thereafter an additional late payment fee will be assessed until the account is paid in full.

### Student Financial Liability

It is the student's responsibility to abide by the University's payment and refund policies.

If, after completing the registration process, the student does not withdraw from registration by the last day for 100% refund for dropped classes date published on the Academic Calendar (<http://www.du.edu/registrar/calendar/>) on the Office of the Registrar's website, the student agrees to pay the total amount of tuition and other charges set forth. The student understands that if any payment is not made when due, or if the student withdraws, or is required to withdraw, from the University for any reason, then all remaining tuition and other charges are immediately due and payable. All amounts not paid when due may begin to accrue monthly late fees. In addition, the student agrees to pay all collection costs and amounts. If the student has any overdue charges outstanding, the University may recover those overdue amounts by reducing any payments owed by the University to the student.

Students are not removed from classes based only upon non-payment. Students who do not officially withdraw from classes and do not attend have "F" grades assigned and may owe tuition and charges as specified above.

Students with a past due balance for a given term are not allowed to enroll in classes for any subsequent term. Grades and other attendance certifications are withheld and a financial hold placed on the account until payment is received.

# Tuition Refund

## Adjustment Information

The date of withdrawal from a class is the date that the Registration Office receives written notification of withdrawal, or the date the student drops the class via the Web. For tuition charges to be reversed at 100 percent for complete withdrawals, refer to registration deadlines listed on the Office of the Registrar's website at [www.du.edu/registrar](http://www.du.edu/registrar) (<http://www.du.edu/registrar/>). The website posts specific adjustment dates. Adjustments are first applied to any obligations owed to the University, including charges associated with future dates.

If circumstances beyond your control cause you to stop attending your classes, you may appeal for an exception to the University's refund policy.

You must officially withdraw from all your courses before filing an appeal. You're eligible to file an appeal up to 90 days after the end of the term in which you enrolled in courses for which you'd like a refund.

To be considered for a refund, you must meet one or more of the following criteria and provide appropriate documentation, as specified below:

- You can't complete the course(s) because an immediate family member or a family member has died.  
**Documentation:** (for death) memorial service folder, notice in the paper or copy of death certificate
- You've been forced to relocate for your job, or you've involuntarily lost your job and no longer are eligible for reimbursement through your employer.  
**Documentation:** letter on letterhead from immediate supervisor or human resource administrator.
- You're unable to complete your course(s) because of an unexpected increase in job responsibilities, required change in your work schedule or required travel.

**Documentation:** letter on letterhead from immediate supervisor or human resources administrator that specifies dates of increased workload or travel

If your circumstances do not fit the criteria listed above but you believe were beyond your control, you may also submit an appeal with documentation supporting your appeal.

To submit a Formal Tuition Appeal, log into MyDU (<https://my.du.edu/>), search for Request for Tuition Appeal, under the Requests and Other Actions, click Request a Tuition Appeal link. Please contact the Office of Student Billing (<https://www.du.edu/bursar/>) directly, if you have any questions regarding how to appeal.

The Tuition Appeals Committee, which meets monthly, will review your petitions and deliver its decision to you via letter. **This decision is final.**

*NOTE: In accordance with federal, state and institutional regulations, you may be required to forfeit any financial aid you've received, which may result in an outstanding balance owed to the University.*

## Financial Aid

### Financial Aid Applications

- **Free Application for Federal Student Aid (FAFSA) - typically available October 1st for the following academic year**  
<https://studentaid.gov/h/apply-for-aid/fafsa> (<https://studentaid.gov/h/apply-for-aid/fafsa/>) | **School code: 001371**  
The Free Application for Federal Student Aid (FAFSA) is used to determine eligibility for federal aid. We strongly encourage you to use the IRS data retrieval process when completing your FAFSA. Using this process will quickly transfer tax return data directly into your application and may prevent you from having to submit further documentation from the IRS.
- **CSS Profile - available October 1st for the following academic year**  
<https://cssprofile.collegeboard.org/> | **School code: 4842**  
This application—provided through the College Board—is used to determine undergraduate eligibility for institutional aid. If your parents are divorced or separated, the noncustodial parent (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/application-process/#ncp>) must also complete a separate CSS Profile application. (Note: The CSS Profile is not required for graduate or law students, or students in the University College Bachelor's Completion program.)

### Federal Direct Subsidized/Unsubsidized Loans

An education is one of the best long-term investments you can make in your future, and borrowing is one way to fund that investment. With careful planning, a loan can be a smart decision for you and your family, as many educational loans have more favorable terms than other consumer loans (such as car loans or credit cards). However, since all loans must be repaid, you should only borrow what you need.

#### Lender:

U.S. Department of Education

#### Eligibility Requirements:

Available to students who have submitted a FAFSA. Subsidized loans are available to students with financial need; unsubsidized loans are available regardless of need. If eligible, one or both of these loans will be included in your financial aid offer.

#### Maximum Loan Amount:

- Dependent Students as defined by the FAFSA (except students whose parents are unable to obtain PLUS Loans):
  - First-Year Undergraduate: \$5,500—No more than \$3,500 of this amount may be in subsidized loans.
  - Second-Year Undergraduate: \$6,500—No more than \$4,500 of this amount may be in subsidized loans.
  - Third-Year and Beyond Undergraduate: \$7,500—No more than \$5,500 of this amount may be in subsidized loans.
- Independent Students as defined by the FAFSA (and dependent undergraduate students whose parents are unable to obtain PLUS Loans):
  - First-Year Undergraduate: \$9,500—No more than \$3,500 of this amount may be in subsidized loans.
  - Second-Year Undergraduate: \$10,500—No more than \$4,500 of this amount may be in subsidized loans.
  - Third-Year and Beyond Undergraduate: \$12,500—No more than \$5,500 of this amount may be in subsidized loans.

#### Interest Rate:

Both types of loans have a fixed interest rate (<https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized/#interest-rates>). The U.S. Department of Education pays the interest on a subsidized loan while you are enrolled at least half-time (6 credits). Interest accrues on an unsubsidized loan while you are in school and on both loans during the grace period and during repayment. Interest can be paid as it accrues; if not paid, it will be capitalized at repayment. New fixed interest rates are set each July 1st for the upcoming academic year.



**Fees:**

An origination fee (<https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized/#interest-rates>) is deducted at the disbursement of each installment of the loan, which means the amount you actually receive will be slightly less than the amount borrowed.

**Disbursement Requirements:**

To receive funds, you must accept the loan(s) through MyDU, complete both a Master Promissory Note (<https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized/#steps-to-receive>) and Entrance Counseling (<https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized/#steps-to-receive>) online at [www.StudentAid.gov](http://www.StudentAid.gov) (<https://studentaid.gov/>), and be enrolled in at least 6 credits (half time) that count toward your degree.

**Repayment Terms:**

Repayment begins once the 6-month grace period ends after you graduate or after you are no longer enrolled at least half time. Payments are made to your Direct Loan servicer.

**Repayment Options:**

The standard repayment period is 10 years but can be as long as 25 years depending on total borrowing and chosen repayment plan. Loans may be consolidated with other federal loans.

**Federal Work-Study/Student Employment Program**

There are many good reasons to work while attending DU. Students minimize borrowing by earning money to help pay for college expenses and gain valuable skills and experience. Many studies show that working while taking classes can improve academic performance.

Financial Aid is here to assist DU students with two kinds of work opportunities: work-study and other part-time positions.

**What is work-study?**

Work-study is a need-based type of financial aid that allows students to work on campus (or with an approved off-campus employer) to earn money to help pay for educational expenses. It's not a grant (because you must work to earn it), and it's not a loan (because you don't have to repay it).

**Eligibility:**

Because work-study funding is limited, it's not included in all students' aid offers. Priority is given to those who applied for financial aid by the priority deadline, and if eligible, it will be included in their financial aid offer.

You can only apply for work-study positions if you have this award as a part of your financial aid offer, and you must be enrolled in at least 6 credits (half time) that count toward your degree to use it.

**Getting Paid:**

The amount shown in your financial aid offer is the maximum amount you can earn over the academic year (typically **\$2,500** for new students and **\$3,000** for continuing students). Actual earnings will depend on your work schedule and hourly rate. Since there is no pre-set pay rate, the amount earned will depend on your position. You'll be paid every two weeks for the hours worked, and your paycheck will be sent directly to you (not applied to the student's bill).

**Other Part-Time Positions:**

There are other work opportunities available! Student Employment maintains an online job board of part-time on- and off-campus positions. These positions are available to all students, regardless of financial need or work-study eligibility. Access the job board listings through Pioneer Careers (<http://du.edu/pioneercareers/>).

For more information about employment opportunities, contact [stuemp@du.edu](mailto:stuemp@du.edu).

**Aid-Eligible Coursework Policy**

The U.S. Department of Education requires institutions to ensure that federal financial aid funds are only used to pay for courses that apply to a student's degree program. Beginning with the 2023 fall term, courses that do not count toward a student's degree program may be ineligible for federal or state financial aid.

**Types of Aid Affected**

All types of federal and state financial aid are impacted by this policy. This includes:

- Federal grants and scholarships (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/types-aid/grants-scholarships/#federal>) (including the Pell Grant and SEOG), work-study (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/types-aid/work-study/>), Direct Subsidized/Unsubsidized loans (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/types-aid/loans/>), and the Direct Parent PLUS loan (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/types-aid/loans/>)
- Colorado Student Grant (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/types-aid/grants-scholarships/#state>) and Colorado Work-Study (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/types-aid/work-study/>)

**Institutional grants and scholarships** (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/types-aid/grants-scholarships/>) **and the College Opportunity Fund** (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/types-aid/grants-scholarships/#state>) (COF) **are not impacted by the aid-eligible coursework policy.** Please note, however, that most types of institutional aid require full-time enrollment (12 credits or more) to remain eligible for funding.

### Determining Courses in Degree Program

A student's degree program is defined by the course and credit requirements listed in the bulletin (<http://bulletin.du.edu/graduate/>). You can use the degree audit tool (<https://www.du.edu/registrar/academic-programs/degree-evaluation/>) to view the courses you must complete for your degree and monitor your academic progress toward graduation. Please contact your academic advisor with any questions about program requirements.

### Courses Eligible for Federal & State Aid

Your financial aid enrollment status may be different from your actual enrollment status. With the exception of the Pell Grant, undergraduate students need to be enrolled in **at least 6 credits** that count toward their degree to be eligible for all types of federal and state aid. So, even if you're enrolled in a class that doesn't count toward your degree, you may still be eligible for federal and state aid. The Pell grant works a little differently. If a student is enrolled in less than 12 credits, the Pell grant is reduced.

### Notifications and Adjustments

Students whose aid eligibility is impacted by the aid-eligible coursework policy will be notified after class registration via their DU student email. If you're no longer eligible for federal or state aid, your financial aid will be adjusted prior to disbursement (<https://www.du.edu/admission-aid/financial-aid-scholarships/graduate-financial-aid/managing-your-aid/your-bill-receiving-your-aid/>) for that term.

Please visit the financial aid website (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/policies-maintaining-aid-eligibility/aid-eligible-coursework/>) for much more information about this policy.

## Satisfactory Academic Progress

To continue receiving financial aid, you must maintain Satisfactory Academic Progress (SAP).

Federal regulations require us to monitor the academic progress of *all* students receiving financial aid toward the completion of their degree. (**Please note: this policy pertains only to financial aid and is separate from other academic policies published by the institution.**) SAP is monitored every year—usually in mid-to-late summer—and is effective the following fall term. As a financial aid recipient, you must maintain the following minimum standards to continue receiving financial aid:

- **You must maintain a Cumulative Grade Point Average (CGPA) of 2.00** (2.50 for BS in Accounting students).
- **You must complete and pass a minimum of 66.6% of all courses attempted.** This is known as your Cumulative Completion Rate (CCR).
- **You must complete your degree within 150% of the minimum credits required to graduate.** This is known as the Maximum Time Frame (MTF) limit.

Visit the Financial Aid website (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/policies-maintaining-aid/sap/>) for more information.

## Withdrawal and Financial Aid

Any student who begins classes at DU, applies for financial aid, completes all of the requirements to obtain aid, and then withdraws from classes may have their financial aid adjusted according to federal, state, and institutional regulations. Students must contact the Office of the Registrar to withdraw officially from the University and must contact Academic Advising after withdrawing to complete leave of absence information. Leave of absence affects financial aid status upon return to the University; it does not affect withdrawing from the University.

Students who withdraw during the 100 percent refund period (drop/add) for any term may have all of their aid for that term canceled and returned depending on the type of withdrawal. Students who drop below the number of hours reflected in their financial aid budget during the drop/add period will have their budget adjusted to reflect the new hours and aid will be adjusted accordingly.

## Return of Title IV (R2T4) Funds Policy

Title IV (Federal) funds are awarded to you under the assumption that you will attend school for the entire period for which the assistance is awarded. When you withdraw from all courses, for any reason including medical withdrawals, you may no longer be eligible for the full amount of Title IV funds you were originally scheduled to receive.

If you withdraw from all courses before completing at least 60% of the term, you may be required to repay a portion of the federal financial aid you received for that term. A pro-rata schedule is used to determine the amount of federal student aid funds you will have earned at the time of withdrawal.

The return of funds is based upon the concept that students earn their financial aid in proportion to the amount of time in which they are enrolled. Under this reasoning, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the term is completed, you are considered to have earned all of your financial aid and will not be required to return any funds. If you withdraw during the 100% refund (add/drop) period for any term, all of your aid for that term will be canceled and returned.

Visit the financial aid website (<https://www.du.edu/admission-aid/financial-aid-scholarships/undergraduate-financial-aid/policies-maintaining-aid/withdrawal/>) for more information.

# Academic Standards and Grading

## Academic Standards

### Good Academic Standing

A student in good academic standing has earned a number of grade points equal to at least twice the number of quarter hours attempted (i.e., has a 2.0 cumulative GPA).

### Academic Warning, Probation, Suspension, and Dismissal

Registration can be denied to any student not in good academic standing.

The records of students not making satisfactory academic progress are reviewed after fall, winter, spring, and summer quarters.

Students on academic probation, last quarter probation, suspension, or dismissal are notified at the end of each quarter via the student's DU email address. Expectations for students on academic probation are communicated in writing to the student.

Students with a GPA below 2.0 are ineligible to represent the University in intercollegiate activities.

### Precipitous Decline

Students who have a cumulative GPA of above 2.2 but earn below a 1.5 in an individual quarter will receive a notification of the decline in their GPA.

### Academic Warning

A student with a cumulative GPA between 2.2 and 2.0 is placed on academic warning while remaining in good academic standing with the University.

### Academic Probation

A student will be placed on academic probation if their cumulative GPA drops below 2.0.

A student on academic probation may continue enrollment but must meet certain conditions set by the University and the appropriate academic unit.

Failure to meet the terms of academic probation for two terms, or one term if the cumulative GPA is below 1.0, will result in last quarter probation.

### Last Quarter Probation

A student will be placed on last quarter probation if they meet one or more of the following criteria:

1. Has not earned a term GPA of 2.0
2. Has failed to meet the terms of their academic probation

A student on last quarter probation may continue enrollment but must meet certain conditions set by the University and the appropriate academic unit.

Failure to meet the terms of last quarter probation will result in academic suspension, and may result in dismissal. Meeting the terms of last quarter probation will move the student back to academic probation (if GPA is still below 2.0), academic warning (if GPA is between 2.0 and 2.2), or good standing (if GPA is above 2.2).

### Academic Suspension

Students may be academically suspended for up to one academic year. Students may apply for early re-entry; details will be included in the student's suspension letter.

An academically suspended student who wishes to re-enroll must apply for re-entry to the University at least six weeks before the start of the quarter in which the student wishes to enroll.

Students will re-enter the university as re-entry probation status. Students must meet the requirements for last quarter probation above. Failure to meet these requirements will result in dismissal.

### Academic Dismissal

Students may be dismissed if they fail to meet the terms of academic probation or last quarter probation.

A student who is academically dismissed may not enroll again at the University of Denver as an undergraduate student.

### Appeals

A student placed on academic suspension or academically dismissed from the university may appeal the decision, within three business days of the original decision. Instructions for appeal are included within the student's suspension or dismissal letter. Placement on academic warning, academic probation, or last quarter probation may not be appealed.

## University Grading System

Instructors are required to assign a final grade for each student registered in a course. The following grades are used to report the quality of a student's work at the University of Denver:

Grade Symbols	Grade Points	Interpretation
A	4	excellent
A-	3.7	
B+	3.3	
B	3	good
B-	2.7	
C+	2.3	
C	2	satisfactory
C-	1.7	
D+	1.3	
D	1.0	
D-	0.7	minimum passing
F	0	failure

If a student ceases attending classes or submitting assignments (and has not earned a passing grade) and if the student has not made arrangements for an incomplete (I), a failing (F) grade must be assigned.

Failing ("F") grades may also be assigned under the following circumstances:

- A student drops a course without permission and/or official notice to the Office of the Registrar.
- A student's academic work is judged failing as a result of a finding of academic dishonesty.

If a student registers for a class but never attends any sessions, then a grade of Never-Attend ("NA") should be assigned instead of a failing (F) grade. A never-attend (NA) grade is treated like a failing (F) grade and will show up as an NA on the student's transcript.

An incomplete ("I") is a temporary grade that may be given to a student at the instructor's discretion when illness, necessary absence or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Incomplete grades may only be given in the following circumstances:

- The student's work to date is passing.
- Attendance has been satisfactory through at least 60 percent of the term.
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date.
- Required work may reasonably be completed in an agreed upon time frame.
- The incomplete is not given as a substitute for a failing grade.
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time.
- The student initiates the request for an incomplete grade before the end of the academic term.

Appropriate grades must be assigned in other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization. Students who are unable to complete a course and who do not meet these circumstances should consider dropping the course.

The following provisions for incomplete grades apply:

- Instructors are to record the incomplete initially in MyDU under the Grade Entry page. When the student's work has been completed, the instructor then submits the final grade using the Change of Grade Process through M (<https://my.du.edu/dashboard/>)yDU (<https://my.du.edu/dashboard/>). Steps for this process can be found at <http://www.du.edu/registrar/records/changinggrades.html>.
- It is in the student's best interest that incomplete grades be made up by the end of the following academic term. Incomplete grades must be made up and final grades submitted within one calendar year from the date the incomplete was recorded.
- The course work may be completed while the student is not enrolled.
- Incomplete grades appear on the transcript for one year. Incomplete grades do not affect the grade point average. After one year, or at the time of graduation, incomplete grades will change to "F" and affect GPA. This policy affects incomplete grades given in fall 1995 and thereafter. Prior to 1995, unchanged incompletes remained on the permanent record as part of hours attempted and were calculated as a failing ("F") grade in the GPA.
- An incomplete grade may not be considered passing for purposes of determining academic standing, federal financial aid eligibility, athletic eligibility or other purposes.
- Notation of the original incomplete status of the grade remains on the student's transcript along with the final grade.
- An incomplete should not be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements. Students who receive an incomplete grade in a course must not register again for the course in order to remove the "I."

- An incomplete is not to be assigned where the normal practice requires extension of course requirements beyond the close of a term (e.g., thesis or project type courses).

NC: registered for no credit

W: a notation that the course is withdrawn without prejudice; zero grade points per quarter hour; no hours credited

Use of intermediate grades (plus and minus) is at the discretion of the instructor.

See Grade Appeals (p. 719) for more information.

## Grade Point Average (GPA)

The GPA is determined by multiplying the credit points (for example, "B+" = 3.3) by the number of credit hours for each course. Total the credit hours attempted, total the credit points and divide the latter by the former. Grades of NC, I, P+, P, NP and W are not included in the GPA. Incompletes that are not completed within one year are calculated as an "F" in the GPA. All grades for repeated courses are included in determining GPA. Undergraduate, graduate and specific program GPAs may be calculated separately.

## Pass/Fail

In general, undergraduates may not take a course for pass/fail credit.

## Change of Grade

Grades submitted by instructors at the end of the quarter are final and not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the grade report has been submitted to the Office of the Registrar. Grades may only be changed due to one of the following:

1. Correction of Error in Grading
2. Grade Appeal
3. Completion of an Incomplete Grade

An instructor of a course is the only individual who can change a grade. In the event of error, the faculty member should initiate the Change of Grade Process through M (<https://my.du.edu/dashboard/>)yDU (<https://my.du.edu/dashboard/>). Steps for this process can be found at <https://www.du.edu/registrar/faculty-staff-resources/grading-guide>. Any correction or appeal of a grade must take place in the quarter following the one in which the grade was given.

## GPA Replacement Policy

The University of Denver allows degree-seeking undergraduate and graduate students to repeat most courses in order to meet the minimum grade requirement for a required course, subject to limits imposed by individual schools and colleges. When a student repeats a course, grades from all attempts appear on the student transcript, and all grades are used in computing cumulative and major grade point averages, total credits, and academic standing. This policy adds the option of GPA replacement to the option of repeating a course.

## Additional Details:

In order to invoke GPA replacement policy for a course, a student must have received an eligible grade in a prior attempt of the course. Grades of **C-**, **D+**, **D**, **D-** or **F** are eligible for repeat/replace for **undergraduate** students, and grades of **B-**, **C+**, **C**, **C-**, **D+**, **D**, **D-** or **F** are eligible for repeat/replace for **graduate** students. Once a student invokes the GPA replacement policy for a course, that decision is irrevocable.

When GPA replacement is invoked, the grade from the latest attempt of a course replaces the grade from the most recent prior attempt of the same course in the cumulative GPA.

Grades from all attempts of a course appear on a student's transcript, with those attempts that have been replaced appropriately indicated. The replaced grade is excluded from cumulative grade point average and credit totals in the official academic record; the grade from the latest attempt is included, even if the grade earned in the latest attempt is lower than the replaced grade.

Students should consider whether this is the best way to improve their GPA. Most students will find that when they repeat a course, there is only a small impact on their overall GPA. Another way to increase GPA is to take additional courses and do well in them. Finally, if a student is repeating a course to increase their GPA for their graduate or professional school applications, it is useful to know that these schools may calculate a student's GPA differently.

A student may wish or need to strengthen their knowledge of a particular topic in order to prepare for future classes. This can be a good reason for repeating a course. Undergraduate majors and minors require students to achieve a minimum grade of "C-" in order to count toward graduation requirements. In some programs, Graduate students are required in to receive a B- or better in their coursework.

**A course will not necessarily be easier the second time around. If a student chooses to repeat a course, they should maximize their chances for success by utilizing available resources and practicing good study habits.**

## Eligibility:

- This policy may be invoked only by currently enrolled, degree-seeking University of Denver undergraduate or graduate students. Sturm College of Law students may not invoke this policy and are subject to the academic and grading policies of the Law School.
- Students who have graduated are not eligible for GPA replacement for courses taken prior to earning their degree.
- The policy applies only to undergraduate or graduate courses taken and repeated at DU. Classes ineligible for grade replacement are FSEM, special topics courses and courses designated in the catalog as repeatable for credit (e.g. independent study/research, internship, field experience, thesis/dissertation hours, directed research/study, performance).
- **Undergraduate** students may request grade replacement for up to **4 classes**.
- **Graduate** students may request grade replacement for up to **2 classes**.
- If a student receives a low grade in a class due to academic dishonesty, that grade is not eligible for GPA replacement via this policy.
- Once a student invokes the GPA replacement policy for a course, that decision is irrevocable.
- Courses taken for GPA replacement must be taken for a letter grade.
- Students may request grade repeat/replace only if the particular course is offered again. There is no guarantee that all courses are offered on a schedule that would permit repeat for every student.
- No retroactive adjustments or transactions for prior terms will be performed as a result of repeating a course, including changes to academic standing, or eligibility for honors, athletics, or financial aid.
- Some academic units may limit the number of times a student can enroll in a given course. Such limits must be observed when invoking this policy.
- Grades of incomplete are not eligible for repeat with GPA replacement.
- Requests to invoke the GPA replacement policy must be completed by the **last date for course withdrawal**.
- A request to invoke the policy will be approved as long as the exact same course (subject code, course number) is selected, and the student has enough grade repetition credits left to cover the course. Once the grade repeat/replace credits are fully used, then there will be further no GPA replacement and all subsequent grades will be calculated into the cumulative GPA.
- If a student invokes the grade repeat/replacement policy but drops or withdraws from the course before the end of the term, this attempt does not count against the number of credits a student is allowed to repeat, and the grade from the most recent prior attempt stands.
- All occurrences of the course along with associated grades will remain on the student's academic record as well as on the official transcript. Only the replacement grade will be calculated into the cumulative GPA.
- Tuition is charged for all course attempts. There may be federal financial aid implications for the number of times a specific course is repeated. Students are responsible for checking with the Office of Financial Aid regarding course repeats and aid eligibility.

## Procedure for Grade Appeals

### Procedure for Grade Appeals

#### Guidelines for Interpretation and Implementation

##### Scope of Review

Grade appeals must be based on problems of process and not on differences in judgment or opinion concerning academic performance. The burden of proof rests on the student to demonstrate that one or more of the following occurred:

- The grading decision was made on some basis other than academic performance and other than as a penalty for academic misconduct.
- The grading decision was based upon standards unreasonably different from those which were applied to other students in the same course and section.
- The grading decision was based on an unreasonable departure from previously articulated standards, such as standards defined in the course syllabus.

The chairperson, grade appeal committee, or dean may recommend grade changes but shall have the power to alter grades only in cases of clearly established procedural error or substantial capriciousness or arbitrariness in evaluation.

##### Timeline

The formal procedure must be started within 45 calendar days after the contested decision or grade was officially recorded. The grade appeal process officially begins on the date the "Academic Appeal" document is received by the faculty member.

##### Appeal Record

Any appeal must be in writing, dated and headed with the words "Academic Appeal." Once a formal appeal is presented to a faculty member, it must be presented in its original form at all later levels of appeal, although new statements may be added at any time.



Any evidence and all direct and supporting statements once made become part of the permanent record of the appeal and must be produced at each level of appeal.

At each level of appeal, a written, dated decision and written reasons for the decision must be provided to the affected party or parties—the student, the faculty member, and any person who has rendered a decision at an earlier level of appeal.

Students are permitted to submit evidence in writing. At the discretion of the University, students may be invited to present their appeal in person.

## Grade Appeal Process

### First Level: Appeal to the Faculty Member

A student will, where possible, attempt to resolve the issue informally with the professor before filing a written grievance. Should attempts at informal resolution fail, the student may wish to file a formal grade appeal. After receiving a formal appeal, the faculty member shall assure that a written decision with express reasons is available or delivered to the student within 30 calendar days. Should the student fail to take further action within seven calendar days after receiving the faculty member's decision, that decision shall stand. If the student is dissatisfied with the decision or does not receive a response from the faculty member within 30 calendar days, he or she may proceed to the second level of appeal.

### Second Level: Appeal to the Department Chair/Program Director

If the student elects to continue the appeal, he or she may appeal to the chair of the department or program director if there is no chair. The chair or director shall assure that a written decision or recommendation about the appeal is available or delivered with express reasons within 30 calendar days after receiving the appeal.

If the student is dissatisfied with the decision or does not receive a response from the chair or director within 30 calendar days, he or she may proceed to the third level of appeal. Should the student or faculty member fail to take action on the chair's decision or recommendation within seven calendar days following its receipt, the accepted recommendation of the faculty member or new decision by the department chair shall be final.

### Third level: Appeals Committee

If the student elects to continue the appeal after the chair's decision or recommendation has been received, he or she may take the matter to the dean of the appropriate academic unit (or the dean's designee) within seven calendar days.

The dean shall ascertain within 30 calendar days whether the appeal procedures at the first and second levels have been duly followed; if they have not, he or she will require that they be followed before taking further action.

The appeals committee shall consist of three faculty members chosen by the dean or the dean's designee. The dean or designee shall serve on the appeals committee as chairperson without vote. All deliberations of the committee will be closed and confidential.

Faculty from the same department as the faculty member involved in the case may not serve on the appeals committee.

The appeals committee should meet as soon as possible, but no later than 30 calendar days after a written, dated request for appeal at this level has been received and the Dean has ascertained that appeal procedures at the first and second levels have been duly followed. The presence of all eligible committee members (the three faculty members and the dean or designee) shall constitute the quorum.

A written recommendation shall be furnished by the appeals committee and transmitted through the office of the dean to all affected parties within seven calendar days after the conclusion of the committee's deliberations.

The decision of the appeals committee is final.

**Note:** *There is a separate appeal procedure for courses taught in the College of Law. Students with grievances in College of Law (<http://www.law.du.edu/>) courses should consult the specific guidelines for academic grievance procedures for that unit.*

# Academic Exceptions Policy

## Academic Exceptions Policy

Academic policies define institutional standards and ensure equitable treatment of all students. All students are expected to observe the academic policies and practices of the University set forth in the University Bulletin. However, in instances of documented extraordinary circumstances, a student may request an exception to a policy or practice.

The Academic Exceptions Committee is a standing subcommittee of the Undergraduate & Graduate Councils which represents the Councils' interests as advisory to the Vice Provost for Academic Affairs. As chair of the Committee, the Vice Provost appoints its members and ensures that the Committee is representative of appropriate academic and administrative units. Decisions of the Committee are final.

### Purview

The Academic Exceptions Committee considers requests for exceptions to University-wide academic policies affecting students. This is an academic committee that cannot take considerations of convenience, financial cost, or academic standing into the decision.

Exceptions should be submitted within one calendar year after the completion of the quarter in question and prior to a student's degree being certified and posted to the transcript. Any exceptions that do not meet this expectation should include a rationale for why the request was not made within the appropriate timeframe.

### Required Documentation

A valid petition includes, at minimum, the official online request submission through M (<https://my.du.edu/dashboard/>)yDU (<https://my.du.edu/dashboard/>), written documentation from the student and supporting documentation, as appropriate for the petition type. Additional documentation may be required. Documentation may be emailed to [academicexceptions@du.edu](mailto:academicexceptions@du.edu) or faxed to 303-871-4566. It is the responsibility of the student to ensure that all documents are submitted in a timely fashion.

The Vice Provost for Academic Affairs or designee has final determination as to whether the documentation the student has submitted is sufficient.

### Petition Review and Status

- It is the responsibility of the students to check the status of their petitions and respond to requests by the Committee representative.
- The student will be notified (via MyDU (<https://my.du.edu/dashboard/>)) of the decision within one week of when the request was reviewed.
- A student has 45 days from the initial submission to complete the petition. If, at the end of 45 days there are still outstanding documents, the petition will be cancelled, and the student will need to resubmit a new petition.
- A student may re-petition if there is new documentation that was not reasonably available at the time of the initial decision.

## Procedures for Academic Grievances and Appeals

Active students may appeal academic and student status related decisions and/or seek resolution of complaints or grievances through the Academic Grievance and Appeal Procedure during their enrollment at the University of Denver.

Graduate units may have additional requirements specific to their accreditation or professional standards. It is the responsibility of the student to determine whether the graduate unit has specific requirements and the responsibility of the unit to ensure that those requirements are addressed prior to advancing the grievance to the Office of the Provost. In the event of conflict between any grievance process published in unit manuals or websites, the formal grievance process will govern.

### Eligible and Ineligible Concerns

#### Eligible Concerns

These procedures may be used only by active students with the following concerns:

- A grievance or appeal regarding academic standing during their enrollment at DU.
- An academic decision made by a faculty or staff member, administrator or committee of the University of Denver that directly and adversely affects the student—e.g., program termination or dismissal, academic suspension, removal from a course, termination of GTA or GRA appointment.
- The grievance or appeal must be based on problems of process or concerns of bias, retaliation, or other impropriety and not on differences in judgment or opinion concerning academic performance.

**Note:** *Students who wish to appeal a termination or dismissal from a program must do so within 45 calendar days of the term following their last term as an active student.* For concerns of bias and retaliation based upon a protected class, the grievance will be referred to the Equal Opportunity Office, which may alter the timeline and process.

#### Ineligible Concerns

These procedures may not be used to resolve the following concerns:

- appeals related to disciplinary actions taken by the Conduct Review Board
- grade appeals
- admission decisions
- appeals or grievances submitted beyond the published timeline

### Formal Grievance and Appeal Process

#### First Level: Informal Resolution

Students are expected to attempt to resolve complaints informally with the faculty or staff member, administrator or committee responsible for the academic decision. This attempt must include discussion of the complaint with the involved party or parties. *If all reasonable informal efforts to resolve a complaint fail, the student may file a formal grievance or appeal.*

If the complaint involves a charge of unlawful discrimination, the student may report the situation to the Office of Equal Opportunity or an appropriate supervisor who must immediately notify the Office of Equal Opportunity.

### **Second Level: Submission of the Formal Grievance or Appeal to Program Director/Chair**

If a student elects to file a formal grievance or appeal, it must be filed within 45 calendar days into the next quarter after the contested decision or grade was officially recorded and during which the student is enrolled at DU. All grievances and appeals must be filed in writing, signed and dated by the student and include supporting documentation at the time it is filed. The grievant/appellant must minimally provide the following:

- a clear description of the decision being grieved or appealed,
- the basis or bases for challenging the decision,
- the identity of the party or parties who made the decision,
- the specific remedy or remedies requested, and
- a description of all informal resolution attempted.

The decision of the program director or department chair must be issued in writing within 30 calendar days of receiving the grievance and shall include all of the following:

- a copy of the student's formal grievance,
- relevant findings of fact,
- decision and the reasons for the decision reached, and
- the remedy which is either granted or denied and/or any alternative remedies suggested.

### **Third Level: Submission of the Formal Grievance or Appeal to Dean**

The party who finds the resolution unsatisfactory may appeal the decision in writing to the dean of the academic unit within five business days of receiving the program director or department chair's written decision.

The dean may render a decision on the matter or may refer the grievance or appeal to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter. When an ad hoc committee is established, the student who lodges the appeal may designate one of the faculty members who will serve on this committee. This member must be tenured or tenure-track faculty from the University of Denver. Members of the unit involved in the grievance may not serve on the ad hoc committee and must recuse themselves if they are members of the standing committee.

The committee may, at its discretion, receive from the student, relevant faculty or staff members or other individuals, any additional evidence or argument that it deems necessary to resolve the grievance or appeal.

The appeals committee will begin deliberations as soon as possible and provide the dean a written recommendation no later than 30 calendar days after the date that the dean's office received the written, dated request for appeal at this level. The dean will make a final decision and distribute it to all affected parties within five business days after receiving the committee's recommendation.

### **Fourth Level: Submission of the Formal Grievance or Appeal to Provost**

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within five business days of receiving the dean's decision. The Provost will hear only those grievances and appeals based on problems of process or concerns of bias, retaliation, or other improprieties unrelated to protected class status and not on differences in judgment or opinion concerning academic performance. Within five business days after receiving the appeal, the Provost may refer grievances or appeals to appropriate bodies or personnel. If the issue is referred to the Graduate Council, its chair will appoint three members of the Council as a Grievance Committee to hear the case and shall designate one of the committee members to serve as chair.

Anyone called upon by the Provost or the Provost's designee shall submit a written recommendation within 30 calendar days of receiving the case. The Provost is the final authority in the matter and will report the disposition of the case to all involved parties within 30 calendar days of receiving a recommendation from the designee.

### **Scope of Review**

Any University agent charged with reviewing a formal grievance or appeal may gather additional relevant facts if necessary and/or meet with involved parties. The reviewer will base a decision on documented evidence.

### **Deviation from Procedures**

These guidelines provide basic steps for resolving appeals and grievances. The steps may vary based upon the structure of the academic unit or the particularities of the situation. The Provost or the Provost's designee may choose to approve or may direct a deviation from these procedures, for example, postponement of a time limit or elimination or addition of a step in the process, in order to ensure an effective and timely resolution.

### **Grievance or Appeal Record**

Documentation in support of a grievance or appeal will be held by the person responsible for considering the grievance or appeal at that stage and passed along to the person responsible for the next step, if any. A record of meetings or interviews must be made and kept as part of the grievance or appeal record as well. The complete grievance or appeal record will consist of the original grievance or appeal, all documentary evidence and all formal decisions made at each step of the process.

### **Failure to Meet Deadlines**

If after a formal grievance or appeal is filed, the University agent charged with review of the grievance or appeal fails to meet any deadline at any stage of the process, the grievant/appellant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the grievant/appellant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the grievant/appellant's favor. Any grievant who fails to meet the deadlines imposed by these Procedures will be bound by the decisions previously made.

*\* The Provost may refer grievance appeals to appropriate bodies or personnel.*

## **Discrimination or Harassment Complaint Procedures**

The University is committed to creating and maintaining a community in which people are treated with dignity, decency, and respect. The environment of the University should be characterized by mutual trust, freedom of inquiry and expression, and the absence of intimidation, oppression, and exploitation. People in this community should be able to work and learn in a safe atmosphere. The accomplishment of this goal is essential to the academic mission of the University. Consistent with this commitment, the University will not tolerate any unlawful discrimination, harassment, or gender-based violence of any kind. When the University becomes aware that a member of the University community may have been subjected to or affected by discrimination, harassment, gender-based violence, the University will take prompt, appropriate action to enforce University policy.

We do this by facilitating compliance with Title IX of the Education Amendments of 1972; the Americans with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; Title VI and VII of the Civil Rights Act of 1964; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; Equal Pay Act; Colorado Equal Pay for Equal Work Act; the Colorado Protecting Opportunities and Workers' Rights ("POWR") Act; and any other federal, state, and local laws, regulations, or ordinances

The University's Office of Equal Opportunity & Title IX (EOIX) is responsible for enforcing the University's Discrimination and Harassment Policy pursuant to the published University's procedures located on the Office of Equal Opportunity & Title IX's website (<https://www.du.edu/equalopportunity/policies-procedures/>), which offer options for supportive measures, informal, and formal resolution. The policy and procedures are intended to comply with the prohibitions of all applicable federal, state, and local non-discrimination laws.

Office of Equal Opportunity & Title IX policies and procedures ([https://www.du.edu/equalopportunity/policies\\_procedures/](https://www.du.edu/equalopportunity/policies_procedures/))

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## **Complaints for External Agencies**

Several external agencies are available to students who have exhausted all other opportunities for resolution within the University.

### **Colorado Department of Higher Education**

The Colorado Department of Higher Education regulates Colorado institutions of higher education. Their complaint policy may be found on the Colorado Department of Higher Education (<https://highered.colorado.gov/students/how-do-i/file-a-student-complaint/>) website.

## U.S. State Education Regulatory Agencies

Through distance learning and other programs, the University of Denver provides instruction throughout the world. Students may direct concerns or complaints to regulatory agencies in their state. A list of U.S. state education regulatory agencies can be found on the State Contacts (<https://www.du.edu/site-utilities/statecontact/>) page.

## Higher Learning Commission

Complaints regarding the institution's ongoing ability to meet the criteria of institutional accreditation may be directed to the Higher Learning Commission. Individuals interested in bringing an appropriate complaint to the attention of the Higher Learning Commission should take some time to compile a complete submission, as outlined below. The official complaint must be submitted through the available on-line form (<https://www.hlcommission.org/Students-Communities/complaints.html>).

1. On the form, fill out the relevant contact information, institutional details, and timing of the matter.
2. Indicate in your complaint why you believe the issues raised in your complaint are accrediting issues. If possible, please review the Higher Learning Commission's Criteria for Accreditation (<https://www.hlcommission.org/Policies/criteria-and-core-components.html>) on the Higher Learning Commission (<https://www.hlcommission.org/>)'s (<https://www.hlcommission.org/>) website prior to writing this section. You should also indicate how you believe the Higher Learning Commission can assist you with this matter. Remember that the Higher Learning Commission cannot assist you in understanding your tuition bill, arranging for a refund of tuition, obtaining a higher grade for a course, seeking reinstatement to an academic program, etc.
3. Attach documentation to support your narrative wherever possible. (For example, if you make reference in your complaint to an institutional policy, include a copy of the policy with your complaint.) Helpful documentation might include relevant portions of the catalog, letters or email exchanged between you and the institution, learning agreements, etc.
4. Review the webform notifications regarding personally identifiable information, authorizations, and acknowledgements.
5. A few reminders:
  - Please do not use abbreviations or nicknames (e.g., NMS or USC or U of N).
  - The Higher Learning Commission does not accept complaints from third parties.

Please note that complaints must be submitted to the Higher Learning Commission by webform or available paper form. The Higher Learning Commission will not consider complaints that are not in writing. The Higher Learning Commission's complaint policy generally precludes it from reviewing matters more than 2 years old.

The Higher Learning Commission will acknowledge your complaint within thirty days of receiving it and let you know whether your complaint is complete and whether it raises issues that are related to accrediting requirements or whether it is an individual dispute outside the jurisdiction of the Higher Learning Commission's complaint policy.

Email questions to [complaints@hlcommission.org](mailto:complaints@hlcommission.org)

# Academic Support

## Anderson Academic Commons

The Anderson Academic Commons brings together the University of Denver's top library and academic support services in one place to enhance student learning. The Academic Commons is the campus centerpiece for collaborative, technology-infused teaching, learning, and engagement. The main library and other key services located in the Anderson Academic Commons support research, writing, teaching and learning as well as provide access to collections, services, technology and a wide variety of study spaces. For more information on the library's services and collections, please see <http://library.du.edu> (<http://library.du.edu/>).

## Center for World Languages and Cultures

The Center for World Languages and Cultures (CWLC) supports and encourages the study of languages and cultures and provides free language tutoring for all DU students, including English for non-native speakers, at the Language Center in the Anderson Academic Commons. In addition, the Center facilitates the study of a number of less commonly taught languages through various programs. The CWLC administers the language placement tests for DU undergraduate students, as well as the graduate language proficiency tests. The CWLC is generally open from 8 a.m.-4:30 p.m., Monday-Friday. For more information, visit our website (<https://liberalarts.du.edu/cwlc/>) <https://liberalarts.du.edu/cwlc/> (<https://liberalarts.du.edu/cwlc/>) or contact us at 303-871-4601 or [cwlc@du.edu](mailto:cwlc@du.edu).

## Digital Media Center

The Digital Media Center (DMC) is a self-service, post-production studio and is open to students, faculty, staff and members of the public. A key value of the DMC is the empowerment of all users, from beginner to advanced, so that users become independent and proficient in using high-end professional production and editing software.

## Information Technology Help Center

The Information Technology (IT) Help Center provides phone, email, chat, web, and drop-in services for computer support for all faculty, staff, and students at the University of Denver. Hardware and software support is provided for both PCs and Macs. The Help Center also assists with issues related to DU network services and Microsoft Office products.

## Lending Services Desk

The Lending Services Desk facilitates access to the University Libraries systems, services, materials and information. Key services available at the desk include materials and gadget check-out, course reserves, and interlibrary loan.

## Math Center

The Math Center offers free, drop-in assistance for Business Calculus, Calculus I, II and III, Elements of College Algebra, and College Algebra and Trigonometry. The Math Center provides a place to study, to do homework, and to ask questions. Students are encouraged to work with other students in the same class.

## Research Center

The Research Center offers expert guidance through the research process: from refining a topic to finding and evaluating relevant sources to using citation software. A consultation session can ease anxiety about a project or paper and teach research and evaluation skills for life-long learning. One-on-one and small group research consultations (both in-person and virtual) are available to current DU students, faculty, and staff at any stage of the research process. Visit <https://libraryhelp.du.edu>. (<https://libraryhelp.du.edu>) for more information, to ask a question, or to schedule a consultation.

## Science and Engineering Center

The Science and Engineering Center is a collaborative space staffed by undergraduate and graduate learning assistants (LAs) trained to assist students with first and second year biology, chemistry, physics, and engineering lecture and laboratory courses. Our goal is to help students grow as problem solvers by assisting with homework sets, lab reports, and preparing for exams. The Science and Engineering Center is not a one-on-one tutoring center, but is rather a support system where students can get guidance from TAs as well as their peers. This center is open to all DU students.

## Special Collections and Archives

Special Collections and Archives provides access to and assistance with using rare books, manuscripts and personal papers, including the University of Denver Archives, the Beck Archives on Rocky Mountain Jewish History and fine press and artists' books.

## Writing Center

The Writing Center supports and promotes effective student writing practices across the University of Denver campus. In a learning-oriented, non-evaluative, and collaborative setting, the Center works with any DU-affiliated student, faculty, or staff member on any kind of writing project (academic, professional, multimedia, etc.) and at any stage of the writing process. Visit [www.du.edu/writing/writingcenter](http://www.du.edu/writing/writingcenter) for more information.

## AccessibleDU: Student Disability Services (SDS)

The SDS is dedicated to giving students with disabilities an equal opportunity to participate in the University's programs, courses and activities. SDS provides reasonable accommodations, at no cost, to any student who has a documented disability as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, as well as other applicable legislation. The SDS works with the student to design accommodations intended to mitigate the impact of a student's disability and to afford equal opportunity and full participation in University programs for undergraduate, graduate and non-degree seeking students.

Students who need accommodations for a disability in order to fully participate in University programs, courses and activities should contact the SDS. This contact should be made as far in advance as possible. It is the joint responsibility of the student, SDS and other DU faculty and staff to work together to meet students' needs.

The SDS requires current supporting documentation of a student's disability in order to establish protections under the ADA/Section 504 and determine appropriate and reasonable accommodations and/or academic adjustments. A student's documentation is kept separate and private and is not shared as part of the student's DU Transcript.

For more information, please visit the SDS website (<https://www.du.edu/studentlife/disability-services/>), or stop by our office in Driscoll South, Suite 13 or call us at 303-871-3241. SDS hours are 8 a.m.–4:30 p.m., Monday–Friday. SDS hosts in person student office hours Mondays and Wednesdays 11:00-1:00.

## Learning Effectiveness Program (L.E.P.)

The L.E.P. provides academic support to DU students who are neurodivergent and/or have learning differences. L.E.P. is a fee for service program. Students enrolled in L.E.P. sign a one-year renewable contract. L.E.P. assists students in developing compensatory and academic skills. These skills are not only useful during the undergraduate and graduate experience, but also readily transfer to the world of work.

LEP offers a number of additional components including:

- Transition Support: First LEP Year Total Experience (FLYTE) provides incoming students the opportunity to attend L.E.P.'s pre-orientation weekend, join a small cohort of L.E.P. peers led by Peer Leaders, and participate in events and workshops throughout the year to help navigate their transition into college as a neurodiverse learner.
- Tutoring: The L.E.P. tutorial staff includes adjunct faculty, graduate students and upper-level students who have demonstrated a solid mastery of their discipline. All of the tutors are trained through C.R.L.A. to work with students with learning differences or who are neurodivergent. Students can schedule one-on-one tutoring appointments through an online scheduler called Accudemia.



- Executive Functioning Support: All students receive basic support in areas such as organization, time management, task initiation, working memory, and mental flexibility in their work with their Academic Counselor. Students with additional need can schedule one-on-one executive functioning coaching meetings with the L.E.P. Executive Functioning Specialist
- Social Engagement: Students have opportunities to interact with other L.E.P. students in a social environment. Students with a higher need for social skills training can join a social skills group or schedule one-on-one meetings with the Academic Counselor who provides social skills training.
- Leadership Opportunities: L.E.P. students have the opportunity to participate in a variety of leadership positions that support incoming L.E.P. students as well as advocate for neurodiverse learners across the DU campus.

L.E.P. is located on the fourth floor of Katherine A. Ruffatto Hall. Contact LEP by calling 303-871-2372 or by visiting [www.du.edu/lep](http://www.du.edu/lep) (<http://www.du.edu/disability/>). Office hours are 8 a.m.–4:30 p.m., Monday–Friday.

## Center for Community Engagement to advance Scholarship and Learning

Many students who come to the University of Denver want to contribute to the public good and continue their civic development. The Center for Community Engagement to advance Scholarship and Learning (CCESL) leads the campus in embracing the University of Denver's commitment to "being a great private university dedicated to the public good." CCESL's vision is to be a university working with communities to improve lives. Therefore, CCESL programs focus on activating student, faculty, and community potential through reciprocal collaborations that are guided by a community organizing framework. Community organizing is about people working together for lasting social change.

CCESL provides opportunities for students to engage in meaningful collaborations with communities. Students develop the knowledge, skills, and commitments to become agents of collaborative change, believing in their power to act in concert with others. Students tackle grand challenges and connect with university and community change-makers when they apply their academic learning to public problems through DU Grand Challenges. Students connect learning and doing through community-engaged courses that involve partnerships between classes and communities. These courses offer students opportunities to advance critical thinking, develop civic skills, address public problems, and develop leadership skills. Students advance discovery by working with faculty to do research and creative work with community partners for the public good. Honing skills to become tomorrow's civic leaders, students learn to collaborate through research and creative work with community partners from CCESL's Scholar Shop. As Community-Engaged Fellows or Scholars, students develop their civic identities while preparing for active participation in civic life through public good work and community organizing. Students connect community-engaged activities to academic learning through critical reflection, examination of root causes, community building and increasing campus and community capacities.

CCESL is a gateway for students to deepen their public good work. Please visit our website at <https://academicaffairs.du.edu/ccesl> (<https://academicaffairs.du.edu/ccesl/>) or call at 303-871-3706, or email [ccesl@du.edu](mailto:ccesl@du.edu).

## Study Abroad

At the University of Denver, we believe in exceptional education in our Denver classrooms and beyond and we support and encourage all students to study abroad during their DU career. We want our graduates to become more curious and to learn to appreciate differences and interdependencies that connect our world.

The University of Denver strongly invests in studying abroad because we believe that as many students as possible should have the opportunity to discover how education comes to life in an international context.

DU's Office of International Education (OIE) offers more than 100 DU Partner Programs around the globe. DU Partner Programs are programs with which DU has a formal affiliation and credit earned is counted as DU resident credit. DU's OIE reviews each of these programs with the intent to provide high-quality international academic programming and opportunities that will among other things:

- give students the tools to examine global issues from multiple perspectives, a skill that is essential in the current job marketplace.
- let students fulfill some of their general degree requirements through elective credit and/or major/minor course approvals.
- gain real-life competencies through volunteering, service learning, or an internship (on select programs);
- help students develop a new international perspective on their academic discipline and/or career;
- give students the opportunity to explore in-depth aspects of the history, society, and culture of the host country;
- further provide students with instructional and real-life development of language skills (on select programs).

While most students find a DU Partner Program that fits their needs, it is sometimes appropriate for a student to participate in an unaffiliated program if its academic offerings cannot be reasonably matched by a DU Partner Program. The unaffiliated program selected by a student may not duplicate a study abroad program already offered by DU and must be pre-approved by the Office of International Education. Credits earned on unaffiliated programs are transfer credits. A more detailed comparison of the differences between DU Partner Programs and unaffiliated programs can be found at [www.du.edu/abroad/getting\\_started/programs.html](http://www.du.edu/abroad/getting_started/programs.html) (<https://internationalization.du.edu/abroad/get-started/program-types/>)

Student eligibility will be reviewed for study abroad participation. While program eligibility varies, minimum requirements include a 2.5 minimum GPA and clear student conduct status. Students not meeting these requirements should consult with the OIE to discuss alternative options.

## Cherrington Global Scholars

To foster an internationalized campus culture, in Fall of 2004 the University of Denver introduced the Cherrington Global Scholars (CGS) initiative. CGS-eligible students studying abroad on a DU Partner Program receive financial benefits that help offset additional costs, such as a round-trip flight and direct immigration fees (i.e. student visas). More information on the Cherrington Global Scholars initiative, including a review of the benefits and qualifications, can be found at: <https://internationalization.du.edu/abroad/cherrington-global-scholars> (<https://internationalization.du.edu/abroad/cherrington-global-scholars/>).

The Cherrington Global Scholars initiative is an exciting opportunity for students and a dramatic statement of the University of Denver's commitment to internationalizing undergraduate education. It reflects a campus-wide commitment—in curriculum development, financing, and academic programming—to fostering international study, research, and outreach.

Please visit <http://www.du.edu/abroad/index.html> (<http://www.du.edu/abroad/>) for more details.

## Transfer and International Education Reporting System

The University of Denver's Transfer and International Education Reporting System ([http://myweb.du.edu/mdb/du\\_bwcktart.P\\_DU\\_Choose\\_Geog\\_Area/](http://myweb.du.edu/mdb/du_bwcktart.P_DU_Choose_Geog_Area/)) (TIERS) allows students to access a list of approved transfer and study abroad courses. Courses that do not appear in the system are not necessarily unacceptable for transfer. Courses will continue to be added as they are evaluated and equivalents determined. You can access TIERS through MyDU under Student Tools and then Records and Requests.

For more information regarding how to utilize the TIERS system for study abroad, please see this page:

<https://www.du.edu/abroad/academics/earning-credit.html>.

## Undergraduate Research Center

The Undergraduate Research Center (URC) is devoted to enhancing the undergraduate experience by facilitating students' investigations that make original intellectual or creative contributions within and across disciplines. The URC directly advances the University's mission to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. The URC provides the educational resources and funding to help students develop their research skills through several different programs:

- **education** for undergraduates and mentors regarding research and presentation of that research. The URC sponsors many workshops and seminars during the year to assist students in strengthening their analytical and scholarly research skills.
- **resources** for information about research and outside funding opportunities, for workshops and seminars, and for events at which students can present their research.
- **support** in the form of research scholarships for research projects and for travel to present research at professional meetings.
- **celebration** and showcasing of undergraduate research on campus, nationally and internationally.

The URC funds student research through the Partners in Scholarship Program (PinS) and Summer Research Grants in which students can apply in partnership with a faculty member on campus to conduct research or systematically explore a creative topic toward making a new contribution to a body of literature. The URC also provides funding so students may disseminate findings of their research, most often at national or regional academic conferences, through the Student Scholar Travel Fund. In addition, the URC hosts an annual showcase for student research and shares results with the DU community at the DU Research & Scholarship Showcase (<https://www.du.edu/uap/showcase/>), held each spring. For more information on these programs, visit [www.du.edu/urc](http://www.du.edu/urc) (<http://www.du.edu/urc/>).

## Other Academic Opportunities

Career@DU

### Classrooms to Careers

#### The Mission of Career@DU

Career@DU is a collection of career offices across campus designed to meet the needs of every student. Whether you are a traditional undergraduate, a graduate student in a professional program or a student with unique needs, we have career advisors, and programs dedicated to supporting your career and professional development. Read below for a description of each unit and to determine which is best suited to meet your needs.

#### Career and Professional Development

Serving undergraduate students, graduate students, and alumni from a variety of majors  
303.871.2150 | [career@du.edu](mailto:career@du.edu) | Career & Professional Development (<https://career.du.edu/>)  
Located in the Burwell Center for Career Achievement

#### Daniels Career Services

Serving Daniels College of Business undergraduate & graduate students  
303.871.3911 | [danielscareers@du.edu](mailto:danielscareers@du.edu) | Daniels Career Services (<http://daniels.du.edu/career-services/>)

Located in 155 Daniels College of Business (graduate students) / 107 Margery Reed Hall (undergraduate students) / Management majors): Margery Reed Hall—Suite 107 /Hospitality Management: Joy Burns Center—Suite 318

### **Korbel Office of Career & Professional Development**

Serving graduate students and alumni of the Josef Korbel School of International Studies

303.871.4490 | korbelcareers@du.edu | Korbel Office of Career & Professional Development (<http://www.du.edu/korbel/careers/>)

Located in 1005 Sie Complex

### **Sturm Office of Career Development & Opportunities**

Serving professional students in the Sturm College of Law

303.871.6124 | careers@law.du.edu | Office of Career Development & Opportunities (<http://www.law.du.edu/index.php/career-development-and-opportunities/>)

Located in suite 223 Sturm College of Law

### **Graduate School of Social Work Career Services**

Serving students in the Graduate School of Social Work

303.871.3841 | gssw.careers@du.edu | Social Work Career Services (<https://www.du.edu/socialwork/currentstudents/careerdevelopment.html>)

Located in 184 Craig Hall

### **Alumni Career & Professional Development**

Serving alumni from all colleges

303.871.4331 | alumnicareers@du.edu | Alumni Career & Professional Development (<https://alumni.du.edu/resources-benefits/careers-employer-connections/>)

Located in the Burwell Center for Career Achievement

## **Honors Program**

DU's University Honors program is a community of students, faculty, and staff who are hungry for knowledge, passionate about a wide range of topics, and who want to learn in community with one another – both within the classroom and beyond.

Our program fosters a distinctive liberal arts education that challenges students to cultivate depth in critical and creative thought, and facilitates students' original contributions to intellectual life, their community, and their chosen field.

Students from any major may be a part of the Honors Program. Information on admission to the Honors Program is available on our website (<https://www.du.edu/honors/>). For more information, contact the University Honors Program at [honors@du.edu](mailto:honors@du.edu) or 303-871-2035.

## **Honors Floor, Community, and Enrichment**

The Honors floor, located in Dimond Family Residential Village, is a residential opportunity for first-year students in the University Honors Program, though living on the Honors floor is not required.

In addition, the Honors Program provides its community of students and faculty many ways to come together through activities organized throughout the year.

## **Honors Curriculum and Requirements**

Students graduate with University Honors upon satisfaction of the following requirements:

1. Completion of Honors course requirements (Honors Program requirements are listed under Major and Minor Requirements for University Honors)
2. Satisfaction of all requirements for distinction in at least one major (Distinction requirements are listed under Major and Minor Requirements for each Major)
3. Cumulative GPA of 3.5 or higher at graduation

## **Lamont School of Music**

Students of all majors can pursue opportunities in ensembles, elective lessons, and classes offered by the Lamont School of Music. More information about these course offerings can be found online at <https://liberalarts.du.edu/lamont/academics/opportunities-non-majors> (<https://liberalarts.du.edu/lamont/academics/opportunities-non-majors/>).

Performing ensembles are open to all DU students by audition, and rehearsals and concerts are held in the stunning Robert and Judi Newman Center for the Performing Arts.

Lamont offers nearly 300 performances each year, including musicals, operas, and prominent ensemble performances, as well as guest artist performances and recitals. Most of these are free to DU ID card holders.

## Living and Learning Communities

DU's Living and Learning Communities (LLCs) prepare students to contribute to the public good by connecting their learning across living, academic, and co-curricular experiences with a cohort of peers. When students join an LLC, they become part of a community that includes 22 peers, a Faculty Mentor, and a Program Coordinator. Together, communities:

- Live on the same hall;
- Learn in a sequence of 2-credit classes together. These courses open pathways to minors and future academic experiences;
- Participate in events and activities together, such as retreats, field trips, and movie/speaker nights. In addition, an LLC suite welcomes LLC community member to drop by to study, hang out, and connect.

In AY 24-25, LLCs are offered for first-year students. Each LLC is organized around a theme. The themes include: Environmental Sustainability, Global Mental Health, Health Promotion, Social Change, and Racial Justice.

To apply to join an LLC, visit <https://academicaffairs.du.edu/livinglearning/how-apply>.

## Vicki Myhren Gallery

The Vicki Myhren Gallery is the principal exhibition venue of the School of Art & Art History and is integral to the school's educational mission. It provides a physical and programmatic home of exhibitions and interdisciplinary programs that explore the visual arts and the language of images. Its exhibitions feature artistic achievements from the school, region, nation and around the world.

## Student Rights & Responsibilities

The Office of Student Rights & Responsibilities at the University of Denver supports the University's mission by providing programs and services designed to foster an inclusive campus community and promote opportunities for holistic student living, learning, and growth. We strive to achieve a safe campus community in which Students:

- respect themselves, others, the University, and surrounding community;
- honor differences and gain an appreciation for living in a diverse society;
- maintain high standards of their personal and academic integrity;
- understand the impact of their actions and choices upon themselves, others, the University, and surrounding communities; and
- seek opportunities to repair harm, restore trust, and acknowledge the impact of their actions and choices

The Office of Student Rights & Responsibilities strives to be educational and restorative in our processes by offering educational Outcomes, workshops and alternate case resolution options. Through the Outcomes assigned to Students, we hope to encourage self-awareness, social engagement, and provide opportunities for reflection and meaning-making.

The Honor Code (<https://www.du.edu/studentlife/studentconduct/honorcode.html>) is the Student code of conduct that outlines the expectations, rights, and responsibilities of every Student at the University. This document provides information to support our Students in developing and demonstrating integrity, respect, and individual and community responsibility. All Students at the University should read this Honor Code carefully to understand the expectations, policies, and procedures that apply when a Student is alleged to have violated a policy. You are expected to know and to understand your rights as well as your responsibilities to be a positive contributor and successful community member at the University.

The Student Rights & Responsibilities Staff is available to answer questions and address concerns about these areas of responsibility. Please email [SRR@du.edu](mailto:SRR@du.edu) or visit <https://studentaffairs.du.edu/student-rights-responsibilities> (<https://studentaffairs.du.edu/student-rights-responsibilities/>) for more information.

## Student Information and Records

### Maintaining Contact Information

#### E-Mail

You will receive an @du.edu email address to use while enrolled at the University of Denver. All emails sent to you by the University will be delivered to your @du.edu email address. Information on accessing your @du.edu email address can be found at <http://go.du.edu/office365> ([https://univofdenver.service-now.com/techservices/sub\\_content.do?sysparm\\_article=KB0011276](https://univofdenver.service-now.com/techservices/sub_content.do?sysparm_article=KB0011276)). Upon graduation, you will have the option to move your email account to an @alumni.du.edu address.

The IT Computer HelpDesk can assist with logging into MyDU (<https://my.du.edu/dashboard/>) and answer questions on a variety of other technical topics. To contact the HelpDesk call 303-871-4700, send email to [support@du.edu](mailto:support@du.edu) or access support through the IT website (<https://www.du.edu/it/contact/>).

The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff, and students. The University is not responsible if payment

of tuition and fees is not made because a student did not receive a billing notice. Students may be assessed a late fee if payment is not received by the due date printed on the bill. Such correspondence is mailed only to the official university email address. Faculty, staff, and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical. This policy applies to all members of the University of Denver community; faculty, staff, and students.

## Address Information

### Student Location and Addresses Policy

Accurate address and student location information is imperative for many reasons. Safety and emergency notification processes require accurate student location information. Certain educational benefits are based on student location; regulations for international students require the University to maintain accurate address information. Federal regulations (34 CFR § 668.43) require that for programs leading to licensure, the university must determine the location of the student enrolled in the program and must notify students if professional licensure or certification requirements in the state in which they are located are not met by the curriculum of the program, or if DU has not determined whether the curriculum meets the requirements in the state where they are located. Other federal regulations (34 CFR § 600.9) also require DU to obtain authorization to operate in any state where a student is located.

DU will determine all students' location (state):

1. At the time of the student's initial application to an educational program; and
2. Upon receipt from the student of information about a change in the student's location or address;
3. DU will solicit student location and address information at least two times per year and maintain and publish processes for students to provide address and location information;
4. If a student does not provide a physical location, and the student is enrolled in at least one on-campus course, then the student's physical location is determined to be Colorado.
5. If a student does not provide a physical location, and the student is not enrolled in at least one on-campus course, then the student's physical location is determined to be the state provided in the student's address.

Students unable to make address changes online can pursue the following options:

- Visit the registrar's office on the garden level of University Hall or download the Address/Phone/Email Change Request form from <http://www.du.edu/registrar> (<http://www.du.edu/registrar/>).
- Send an email to [registrar@du.edu](mailto:registrar@du.edu); include student number and indicate which address or addresses are to be changed. (See following address types.)
- Call 303-871-4095. (For security reasons, students are asked to give identifying information.)
- Send a fax to 303-871-4300. (Include student number, month and date of birth, and indicate which address types are to be changed.)

### Types of Addresses

- **Mailing:** This is the default address used by DU. All constituents should have a correct mailing address.
- **Billing:** Used to send the tuition bill to a different address from the mailing address.
- **Business:** Your place of work. For DU employees, this will be your office address.
- **Grades:** Used to send grades to to a different address than the mailing address.
- **Home:** Used to distinguish a permanent (family) address for students from out of the area, or a home address for alumni. International students and employees (visa classes F, M and J) must maintain a valid foreign address in this field.
- **On--Campus:** Used only for University housing addresses. It is populated automatically each term.
- **Parents:** DU can maintain up to two addresses for parents.
- **Seasonal:** Used to override your permanent mailing address for certain times each year—e.g., a summer house.
- **Temporary:** Used to override your permanent mailing address for a single specified period.

### Telephone Numbers

Students can enter several different types of telephone numbers in their student account: permanent home, business, cell, fax and local (if different from permanent home). Indicate the type and whether the number should be added or deleted on the front of the form. If checked as "unlisted," the telephone number will only be released to University officials.

### Notification preferences

Students may opt to receive emergency notifications and other official University notifications via text message. Notification preferences may be updated in MyDU (<https://my.du.edu/dashboard/>) by navigating to Student Tools, Records and Requests, Update your notification preferences.

# Critical Incident Notification Systems

## Registration Instructions

The University can send voice or text messages to students in the event of an urgent situation. The system will call every contact number provided and leave a voicemail if the call is unanswered. Text messages are optional and sent to only one number. The owner assumes any costs associated with receiving text messages.

You may designate one number to receive text messages. If you have elected to receive a text message, you will receive a text message from the CINS vendor to confirm that you wish to opt in to receive future emergency text messages. You will be responsible for any costs associated with your text messages. Remember this is how we reach you in an emergency.

Students must provide valid contact information in order to receive a text message or voice mail alert. To update contact information, log into MyDU (<https://my.du.edu/dashboard/>) and navigate to Student Tools, Records and Requests, Update your notification preferences.

## Emergency Contacts

You may provide the University with contact information for individuals you wish us to contact in the event of an emergency. You may update emergency contact information in Personal Information, which is found in myWeb in the MyDU (<https://my.du.edu/>) portal.

# Educational Records Rights and Privacy

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day the University receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. Request forms are available from the Registrar. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the registrar shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to University officials with legitimate educational interests. A University official is a person employed by the University in an administrative, supervisory, academic, research or staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student, volunteer or employee of a partner organization serving on an official committee, such as an admission, disciplinary or grievance committee, or assisting another University official in performing his or her tasks. A University official also may include a contractor outside of the University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteering to assist another University official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her institutional duties for the university.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## Directory Information

The law provides that “directory information” may be released without the consent of the student. The University of Denver designates the following student information as “directory information.”

The student’s name (including prefix/honorific and personal pronouns), addresses, telephone numbers, electronic mail and webpage addresses, employer, job title, photographic and video images, date and place of birth, field of study, full-time or part-time status, class (e.g., graduate, sophomore, junior), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, anticipated date of graduation, degrees and awards received, thesis and dissertation titles, the most recent previous educational agency or institution attended by the student.



Students may prevent the University from disclosing directory information by submitting a “Request to Prevent Disclosure of Directory Information” form (available online and from the Office of the Registrar) to the Office of the Registrar, University Hall, G33.

### Disclosure

Students may authorize the University to share information from education records with third parties such as parents. Authorizations may be completed online or by completing an authorization form available in the Office of the Registrar.

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to University officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To University officials, including faculty, within the University whom the University has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or other parties to whom the University has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(7)-(a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the University, in order to (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the University has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the University determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the University’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State or local law, or of any rule or policy of the University, governing the use or possession of alcohol or a controlled substance if the University determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which a student’s education records and PII contained in such records—including Social Security Number, grades, or other private information—may be accessed without the student’s consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local education authorities (“Federal and State authorities”) may allow access to student records and PII without consent to any third party designated by a Federal or State authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to a student’s education records and PII without the student’s consent to researchers performing certain types of studies, in certain cases even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State authorities may collect, compile, permanently retain and share without the student’s consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

## Additional Information

Questions about these policies and procedures may be directed to the Office of the Registrar at 303.871.3897. Request forms and additional information are available on the web at [www.du.edu/registrar](http://www.du.edu/registrar) (<http://www.du.edu/registrar/>) or in the Office of the Registrar at 2197 South University Blvd., Room G33, Denver, Colorado 80208.

# Preferred First Name and Chosen/Lived/Professional Names and Pronoun Usage

The University of Denver recognizes that many of its constituents routinely use a first name or full name other than their legal name. As part of being a welcoming and inclusive campus, the University of Denver uses preferred first names and chosen/lived/professional names widely in the course of DU business and education.

## What is a "Preferred First Name" and what is a "Chosen/Lived/Professional Name?"

Beyond legal name, DU maintains two options for names which substitute in place of all or part of the legal name in University systems.

### Preferred First Name:

A first name by which an individual wishes to be identified that is other than the individual's legal name is a "preferred first name." This is analogous to a nickname. Students and employees can submit a preferred first name online. The preferred first name will be displayed in addition to legal name rather than replace it, for example: Shaquille Rashaun O'Neal (Shaq).

### Chosen/Lived/Professional Name:

A chosen/lived/professional name is used in place of a legal name and replaces the legal name in most cases. This name option can include a first, middle and/or last name. For example, chosen/lived/professional name of Cardi B would replace the legal name of Belcalis Marlenis Almanzar.

### Limitations on Use of Chosen/Lived/Professional Names

Because use of legal name is necessary in certain records and communications, both the legal name and chosen/lived/professional name are stored in DU's information systems. When a student or employee contacts a DU office in person or by phone, the staff in that office may only have electronic access to the legal name.

While DU will use of the chosen/lived/professional name in most instances, students and employees should be aware that the use of the legal name will continue to be necessary in certain communications and processes due to DU business or legal requirements and/or system limitations.

## More Information on Name Options

### Reasons for using Preferred First Names or Chosen/Lived/Professional Names

Many members of the DU community use a first name or full name that differs from their legal name. These may include individuals who prefer to use:

- a middle name instead of a first name;
- a nickname;
- an anglicized name;
- names with special characters: e.g., Renée, François, Zoë, Sørina, Peña
- a name to which the individual is in the process of legally changing;
- a name that better represents the individual's gender identity;
- a name that reflects professional activities, publications, etc.

### How to request a preferred first name be entered in DU information systems

Members of the DU community can submit a preferred first name online through MyDU (<http://my.du.edu/>). Type "profile" in the search, select My Person Profile. Preferred first names can be removed by clicking Update with nothing in the field.

### How to request a chosen/lived/professional name be entered in DU information systems

To request your chosen/lived/professional name, you can complete and submit your request using our online form (<https://na4.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=371b95bf-9b4f-4b2c-a89a-dcfb608e8167&env=na4&acct=b24a216b-183e-4eeb-93f6-edfd6712ee1b&v=2>) or our paper Name Change Request Form (<https://www.du.edu/sites/default/files/2022-11/namechangerequestform.pdf>). Please submit the form to the office indicated in the instructions. Chosen/lived/professional names may be removed using the same form.

### Use of Names within DU Systems

DU displays preferred first names and chosen/lived/professional names in most public-facing uses. This includes written communications, web displays and internal reports and processes. Not all University departments will have access to preferred first names while interacting with students.

### Use of Legal Name

Use of legal name is necessary for certain data exchanges such as those to government agencies that verify the identity of a student by using the student's legal name. These include (but are not limited to) transcripts, payroll, tax, insurance, banking, financial aid and federal or state reporting.

**Name Designation Request Policy**

Individuals may designate a preferred first name or chosen/lived/professional name with which they identify and by which they prefer to be known. DU reserves the right to deny a name request in its information systems if the request is fraudulent, carries connotations offensive to good taste and decency, or violates University Regulations and/or Student Code of Conduct.

**ID Card**

The ID printing system will automatically pull your first and last name from the DU information platform. You can request for your “preferred first name” to be used instead; simply let the ID office know prior to printing. In order to use a preferred first name, you must have added that name into the DU system and wait about 24 hours for the systems to fully update. While getting an updated card, don’t forget you can also update your picture! Your DU ID card can also be used as an ATM card if you have accounts with US Bank, which has an on-campus location in Driscoll Commons. If US Bank has your legal info on file, your DU ID, with preferred first name, works for them!

**DU Email Addresses**

DU will provide a new DU email address, upon request, for students or employees who have requested a chosen/lived/professional name. For further information, contact the IT Computer Help Center: <https://www.du.edu/uts/helpdesk/>.

**Diploma Names**

Students may also specify a “diploma name” to use on DU diplomas. Additional information on diploma names can be found here: <https://www.du.edu/registrar/transcripts-grades-records/diplomas> (<https://www.du.edu/registrar/transcripts-grades-records/diplomas/>).

**Gender Designation & Personal Pronouns**

We’ve added fields to your information systems that allow members of our community to self-identify by gender identity and pronouns. DU already asks affiliates to self-identify by current legal sex (often coded as “gender”), race/ethnicity, veteran status and disability. By expanding our optional self-identification categories related to gender identity, we’re able to understand and acknowledge our constituents more accurately and inclusively.

**How Do I Update My Information?**

Prospective students and employees are asked some basic demographics questions when applying, while current community members can update their personal information through MyDU (<https://my.du.edu/>).

The expanded fields are optional but encouraged, and a “prefer not to respond” option is available. Unless you indicate something different, your legal name and sex will remain the default in all systems; other fields will note “not available” or be blank.

We recognize that even these expanded options do not represent all the categories that DU affiliates use to describe themselves. We are using the additional fields and these expanded options to gauge constituent interest and institutional utility. We plan to follow up with various campus constituencies to assess how we might improve descriptors, and potentially offer more and better options in the future.

Identity	Options Offered	Explanation
Legal Sex	• Male	For DU’s required reporting, and to avoid even the appearance of identity fraud, this must match current government designation.
	• Female	
	• X	
	• I elect not to self-identify at this time	
Gender Designation	• Man	Consistent, lived identity. Unlike legal sex or anatomical descriptors, this is the level at which most people interact with others.
	• Woman	
	• Non-binary	
	• I elect not to self-identify at this time	
	• Option not listed	

Personal Pronouns	<ul style="list-style-type: none"> <li>• any/all</li> </ul>	Term used as stand-in for name in conversation and correspondence. This is an ongoing, expanded list; it likely cannot ever be fully exhaustive. If there is something you would like us to add, consider, or shift, please let us know at <a href="mailto:inclusion@du.edu">inclusion@du.edu</a> or visit <a href="https://www.du.edu/equity/trans-hub">https://www.du.edu/equity/trans-hub</a> ( <a href="https://www.du.edu/equity/trans-hub/">https://www.du.edu/equity/trans-hub/</a> ) for more information.
	<ul style="list-style-type: none"> <li>• fae/faer</li> </ul>	
	<ul style="list-style-type: none"> <li>• he/him/his</li> </ul>	
	<ul style="list-style-type: none"> <li>• he/el</li> </ul>	
	<ul style="list-style-type: none"> <li>• he/they</li> </ul>	
	<ul style="list-style-type: none"> <li>• she/her/hers</li> </ul>	
	<ul style="list-style-type: none"> <li>• she/ella</li> </ul>	
	<ul style="list-style-type: none"> <li>• she/he</li> </ul>	
	<ul style="list-style-type: none"> <li>• she/he/they</li> </ul>	
	<ul style="list-style-type: none"> <li>• she/they</li> </ul>	
	<ul style="list-style-type: none"> <li>• they/them/theirs</li> </ul>	
	<ul style="list-style-type: none"> <li>• they/elle</li> </ul>	
	<ul style="list-style-type: none"> <li>• they/he</li> </ul>	
	<ul style="list-style-type: none"> <li>• they/she</li> </ul>	
	<ul style="list-style-type: none"> <li>• ze/hir/hirs</li> </ul>	
	<ul style="list-style-type: none"> <li>• Option not listed</li> </ul>	
Prefix/Honorific	<ul style="list-style-type: none"> <li>• Mr.</li> </ul>	Example optional titles or honorifics used in formal greeting or correspondence. Some are traditionally based on gender, age and/or marital status.
	<ul style="list-style-type: none"> <li>• Mrs.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Ms.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Mx.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Dr.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Hon.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Prof.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Rev.</li> </ul>	

### How Will This Information Be Used?

Most immediately, the University will use aggregate information to understand campus demographics better, and to improve our acknowledgment of and services to our diverse communities. This can include more robust support resources, enhanced training for service providers, more accurate reports and potential advocacy to external reporting agencies for improving their systems.

With this additional information, we are working to better connect various campus software systems so that your preferred name, pronouns and salutations are available from the central database, and are used consistently, accurately and respectfully by all affiliates. Ideally, every University

interaction would be informed by the appropriate info: employees having phone and in-person conversations, auto-generated messages and online records would all use preferred names and pronouns. However, please note that we cannot yet guarantee every communication will use these selections.

### **Who Will Have Access to This Information?**

With the exception of student directory information, access to all affiliate information is restricted by law and policy to University officials and those granted access by individual students.

Like most other personal information, an affiliate's legal sex and gender designation are not considered directory information and are not released, accessed or used without permission. However, students who sign FERPA releases for their parents/guardians/others should understand that this identifier information can be requested/disclosed.

As part of a student's name, prefix/honorific titles are considered directory information and will be used publicly.

All affiliates should be aware that providing this information to DU does make it available within the restrictions outlined above, so it should be provided thoughtfully and intentionally.

## **Emergency Contacts**

You may provide the University with contact information for individuals you wish us to contact in the event of an emergency. You may update emergency contact information in My Person Profile, which is found under the Student Tools in MyDU (<https://my.du.edu/>).

## **Transcripts**

A transcript is an official copy of a student's academic record showing the student's academic status at the time it is issued. The official transcript includes the complete academic record of courses taken at the University of Denver. Transcripts may be ordered online, by mail or fax, or in person at University Hall, garden level in the main hall. Transcripts require one to two working days of processing time. To order official transcripts online, log in to MyDU (<https://my.du.edu/dashboard/>) and type Transcripts in the search. A credit card is needed to complete online orders. To order transcripts by mail or fax, a signed Transcript Order Form (<http://www.du.edu/registrar/media/documents/transcript.pdf>) is required along with payment in the form of cash, check or money order. An email request is NOT accepted.

Send written transcript requests to

University of Denver  
Office of the Registrar  
2197 S. University Blvd.  
Denver, CO 80208-9405  
Attn: Transcripts

Students may check for current holds at M (<https://PioneerWeb.du.edu>)yDU (<https://my.du.edu/dashboard/>). The registrar does not hold transcripts pending change of grade. "Issued to Student" is stamped on official transcripts sent to or picked up by students.

Unofficial transcripts or transcripts from Colorado Women's College/Temple Buell are also available through this method.

### **Contact Information**

For transcript information and status inquiries, call 303-871-4095 or email [transcripts@du.edu](mailto:transcripts@du.edu).

## **Leave of Absence and Withdrawal from the University**

### **Withdrawal**

Students who wish to no longer be enrolled at the University are typically able to withdraw through the eighth week of the quarter. Depending on the specific timing and circumstances of this decision, including whether the withdrawing student plans to be readmitted, the procedure (<https://www.du.edu/registrar/registration/withdrawal-readmission/steps/>) for the applicable withdrawal type outlined below should be followed. Please consult Calendars & Deadlines (<https://www.du.edu/registrar/content/calendars-deadlines/>) for official withdrawal deadlines.

### **Personal Leave of Absence**

Students planning on withdrawing temporarily from the University should indicate their intent to return by applying for a personal leave of absence during the withdrawal process, and include the quarter they plan to return on the withdrawal form.

# Official Withdrawal

## Official Withdrawal

A student officially withdraws from the University by notifying their program's registration office (p. 704) of the intent to withdraw. Students may also submit notification of their intent to withdraw online. University College students must submit an official withdrawal form to the University College Student Support Center and meet with a University College academic advisor if dropping all courses for the quarter.

After following due process, a University official may administratively withdraw a student for academic or disciplinary reasons, such as the following:

- academic suspension (mandated leave of absence)
- academic dismissal
- disciplinary suspension (mandated leave of absence)
- disciplinary dismissal (permanent dismissal from the University)

## Official Withdrawal Guidelines

Students who enroll in classes prior to the beginning of a quarter and do not intend to attend those classes are responsible for notifying their registration office of their intentions to withdraw so that classes will be dropped. The effective date of withdrawal is the date that the office is notified. See [www.du.edu/registrar](http://www.du.edu/registrar) (<http://www.du.edu/registrar/>) for the tuition and fee refund schedule.

Students cannot completely withdraw from all classes via the Web. Unofficial withdrawal (nonattendance) may result in grades of "F" and outstanding tuition charges for courses for which the student is registered.

Students who have received federal or state funds through financial aid programs must also have an exit interview with the Office of Financial Aid. Refer to the financial aid section of this bulletin, the financial aid website at [www.du.edu/finaid](http://www.du.edu/finaid) (<http://www.du.edu/finaid/>) or contact the Office of Financial Aid for up-to-date information regarding financial aid withdrawal processes.

Official withdrawal during the second through sixth week of the quarter (automatic withdrawal period) results in the recording of grades of "W" for all courses. A grade of "W" is not calculated in the student's GPA. Courses dropped before the end of the first week of the quarter are deleted from the student's record. Students withdrawing after the deadline for automatic "W" (after the sixth week) require approval from instructors and Academic Resources. An instructor has the authority to refuse a drop if the student is failing the course.

# Unofficial Withdrawal

## Unofficial Withdrawal

An unofficial withdrawal occurs when a student ceases to attend classes and does not make official notification of the withdrawal. Students who earn all non-passing grades for an enrolled term are, for financial aid purposes, considered unofficially withdrawn for the term. Students who unofficially withdraw (stop attending classes or earn all non-passing grades) for a given term will have their financial aid adjusted according to federal, state and institutional regulations:

- Non-attendance: Student enrolls but does not attend—may result in grades of "F" and outstanding tuition charges for courses for which the student is registered.
- Inactive status: Student does not enroll for one or more terms and loses automatic registration eligibility.
- Student fails to complete term with all passing grades (constitutes withdrawal that may impact current and future financial aid awards).

At the end of the quarter, the Office of the Registrar attempts to identify students who are enrolled in classes but who did not attend the University. When nonattendance is confirmed for all classes, the classes may be deleted from the student's record, tuition and fees reversed and financial aid returned. Nonattendance confirmation is dependent on information received from instructors during grade processing. Verification of non-attendance is a good faith action taken by the Office of the Registrar.

The ultimate responsibility for withdrawing from classes when not in attendance remains with the student. Refer to the financial aid website at [www.du.edu/finaid](http://www.du.edu/finaid) (<http://www.du.edu/financialaid/>) or contact the Office of Financial Aid for up-to-date information regarding financial aid withdrawal processes.

# Medical Leave of Absence

## Medical Leaves and Reentries

A student with a mental health and/or physical health condition may elect to apply for a Medical Leave of Absence from the University. The Medical Leave of Absence and Medical Reentry Policies describe the circumstances under which a student may request a Medical Leave of Absence and the student is responsible for both the documentation for the Medical Leave of Absence and the Medical Reentry process. The procedures the student must follow are outlined in the policy.



## Medical Leave of Absence and Medical Reentry Policies

### Overview of the Medical Leave and Reentry Process

#### Part 1: Medical Leave Process at a glance:

- Submit Intent to Withdraw for health/medical reasons via MyDU (<https://my.du.edu/>) portal
- Submit Treating Healthcare Provider Medical Leave of Absence Form ([https://cm.maxient.com/reportingform.php?UnivofDenver&layout\\_id=59](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=59)) to Student Outreach & Support (SOS)
- Applicable Student Affairs & Inclusive Excellence staff members reviews completed medical leave application
- SOS will notify the student regarding the decision via electronic letter
- If approved, SOS will place a hold on the student's account. The hold is removed when the student successfully completes the reentry process.

#### Part 2: Medical Reentry Process at a glance:

- Student submits Reentry from Medical Leave of Absence Form ([https://cm.maxient.com/reportingform.php?UnivofDenver&layout\\_id=57](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=57)).
- SOS will remove the hold on the student's account allowing them to register for courses
- Treating Healthcare Provider(s) submits Treating Healthcare Provider Medical Reentry Form ([https://cm.maxient.com/reportingform.php?UnivofDenver&layout\\_id=58](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=58)).
- Applicable Student Affairs & Inclusive Excellence staff members review completed medical leave reentry application
- SOS will notify the student regarding the decision via electronic letter.

A student with a mental health and/or physical health condition may apply for a voluntary Medical Leave of Absence from the University. The student initiates the process for a Medical Leave of Absence by completing the Withdrawal Form, which is available on MyDU, citing health/medical as the reason for withdrawal.

To qualify for a Medical Leave of Absence, the student must then submit adequate medical documentation (consistent with the requirements listed below) from the student's treating physician, licensed mental health provider, or other licensed healthcare provider specifying the mental health and/or physical health condition(s) that causes a degree of functional impairment that warrants a complete withdrawal from academic study for the applicable academic term. The medical documentation must reflect that the student had a consultation – either in-person or virtually via tele-health – with the treating physician, licensed mental health provider, or other licensed healthcare provider during the term for which the student is requesting a withdrawal for medical reasons. The student will be on a general leave until they submit adequate documentation and until the applicable Student Affairs & Inclusive Excellence staff members approve the documentation, at which time the student will be moved from a Updated August 2023 | 2 personal leave of absence to a Medical Leave of Absence. If the student does not submit adequate medical documentation by the last day of the term, the student's status will remain a general withdrawal.

**NOTE:** If the student does not complete the medical leave process by the last day of the term, and did not withdraw from courses by the published deadlines, SOS will refer the student to the Academic Exceptions Process.

1. Students experiencing mental health and/or physical health conditions should promptly seek care from their treating physician, licensed mental health provider, or other licensed healthcare provider and should promptly submit their Withdrawal Form initiating the Medical Leave of Absence and submit adequate medical documentation by last day of classes.
2. Prior to submitting the Withdrawal Form via MyDU, the student should (1) consult with a Student Outreach & Support (SOS) Student Support Advisor to understand their options for addressing the mental health and/or physical health condition, including referral to AccessibleDU: Student Disability Services for consideration of accommodations; the process for applying for a Medical Leave of Absence and returning from such a leave; and the possible implications related to University housing; (2) contact the Office of Financial Aid to determine the amount of financial aid to be returned; (3) contact the Office of the Bursar with questions regarding the tuition adjustments; and (4) contact other appropriate offices, such as International Student and Scholar Services, to determine the impact on visa status. The Student Support Advisor can assist the student in contacting these other offices as necessary.

Student Affairs & Inclusive Excellence staff, including the Health and Counseling Center staff, will determine whether the student has submitted adequate medical documentation from the student's treating physician, licensed mental health provider, or other licensed healthcare provider that meets the criteria listed below. The student and their treating healthcare provider should have a shared understanding of the information being submitted to the University on the student's behalf. If the student's treating healthcare provider does not address every item identified in the Treating Healthcare Provider Form, the University will likely not approve the student's request.

3. The documentation must be submitted as a PDF file on official letterhead with the provider's signature and the date the letter is written and must include the following, as outlined in the Treating Healthcare Provider Medical Leave of Absence Form ([https://cm.maxient.com/reportingform.php?UnivofDenver&layout\\_id=59](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=59)):
  - a. The treating physician, licensed mental health provider, or other licensed healthcare provider's professional qualifications and licensure;
  - b. Date the student first consulted the provider; Updated August 2023 | 3
  - c. Number and type (i.e., in person or virtual) of visits with the provider;
  - d. Diagnosis of the mental health and/or physical health condition;

- e. Date(s) that the provider observed and/or identified the mental health and/or physical health condition(s) that caused a degree of the functional impairment that impacted the student and warrants withdrawal from all courses for the term;
- f. Based on the provider's direct evaluation of the student, the provider's professional opinion of when the symptoms of the mental health and/or physical health condition first began;
- g. Impact of the condition on the student's participation in academic activities (including attending classes and completing coursework);
- h. Treatment recommendations and estimated length of treatment plan; and
- i. Assessment of student's willingness and/or ability to carry out substantial self-care obligations.

#### **Exchange of Information with Treating Physician, Licensed Mental Health Provider, or other Licensed Healthcare Provider**

- Students must submit a completed Health Insurance Portability and Accountability Act of 1996 (HIPAA) compliant consent form to their treating physician, licensed mental health provider or other licensed healthcare provider's office to authorize their healthcare provider to submit the required medical documentation to the University.
- In connection with the Medical Leave of Absence, the student may also be required to submit a Family Educational Rights and Privacy Act (FERPA) release permitting the University's Student Affairs & Inclusive Excellence staff to exchange information with the student's treating physician, licensed mental health provider or other licensed healthcare provider to address the student's ability to perform as a student for the period covered by the Medical Leave of Absence, the duration of the approved Medical Leave of Absence, and the Medical Reentry process.

#### **Medical Leave of Absence Eligibility Requirements and Conditions**

- Students may seek a Medical Leave of Absence only for their own personal mental health and/or physical health circumstances. Students may seek a leave of absence for other reasons as specified on the Withdrawal Form on the MyDU portal.
- Students participating in an international education program may not seek a Medical Leave of Absence for the term in which the student is participating in the international education program if the program includes enrollment at an institution other than DU. In such cases, students should consult the policies of the institution which they are enrolled. Updated August 2023 | 4
- The Medical Leave of Absence program is not intended to shield a student from unsatisfactory progress or any other academic irregularity unrelated to the student's mental health and/or physical health condition.
- Graduate students who receive an approved Medical Leave of Absence are eligible for relief for their time-to-degree requirements, provided that graduate students seeking a Juris Doctorate from the Sturm College of Law are subject to the time to degree requirements of the applicable accrediting body.
- If a student takes courses for credit at another institution while on a Medical Leave of Absence, the student must comply with the applicable policies for receiving transfer of credit toward a degree from the University. Undergraduate students should refer to the Office of the Registrar Undergraduate Transfer Policy. Graduate students should refer to the transfer of credit procedures in the Graduate Bulletin.
- A student may receive a Medical Leave of Absence (including any retroactive requests for a retroactive withdrawal for medical reasons) a total of **two (2) times** during enrollment in an educational program at the University. The Dean of Students/Associate Vice Chancellor for Student Affairs & Inclusive Excellence, or their designee, in consultation with the Director of the AccessibleDU: Student Disability Services and the Assistant Vice Chancellor of the University's Health & Counseling Center or their respective designees, has the discretion to determine whether to grant an additional Medical Leave of Absence.
- If the Student Affairs & Inclusive Excellence staff approves the medical documentation for a Medical Leave of Absence, Student Affairs & Inclusive Excellence staff will forward the approval letter to the Office of the Bursar. A student cannot revoke a Medical Leave of Absence after the University has approved medical documentation.
- If the student is unable to engage to complete the process in any capacity, other University processes can be activated (e.g., Academic Exceptions) when the student is able to engage.
- If the student has submitted the Withdrawal Form and has already withdrawn from all classes, but submits the appropriate medical documentation after the last day of the term, the student must file for a Tuition Refund for Medical Reasons. If the student has not submitted the Withdrawal Form and is not yet withdrawn from all classes, but submits the appropriate medical documentation after the last day of the term, the student will be directed to submit a petition for a late drop for medical reasons through the Academic Exceptions Process to drop all courses for the requested term. The student must provide adequate medical documentation according to the requirements set forth in the Academic Exceptions Policy.

#### **Financial Considerations**

- If Student Affairs & Inclusive Excellence staff approves the Medical Leave of Absence, Student Affairs & Inclusive Excellence will forward the approval letter to the Office of the Bursar for review of any tuition adjustments based on the Tuition and Fees Policy. All questions regarding tuition adjustments should be directed to the Office of the Bursar either via email at [bursar@du.edu](mailto:bursar@du.edu) or by phone at 303-871-4944.
- Students who receive financial aid should speak to the Office of Financial Aid via email at [finaid@du.edu](mailto:finaid@du.edu) or by phone at 303-871-4020.

#### **Reentry from a Medical Leave of Absence**

The student must provide adequate medical documentation from the student's treating physician, licensed mental health provider, or other licensed healthcare provider that demonstrates the student is prepared to participate successfully academically and is willing and/or able to carry out substantial self-care obligations. To allow sufficient time for processing and registration, the student must complete the following steps for the reentry process at least 14 Business Days before the start of the term. Under this policy, Business Day refers to any weekday Monday through Friday in which

the University is in operation, including days when the University is in operation, but classes are not in session. For example, University holidays are not Business Days.

1. Complete the Reentry from Medical Leave of Absence form ([https://cm.maxient.com/reportingform.php?UnivofDenver&layout\\_id=57](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=57)).
2. Submit medical documentation from the student's treating physician, licensed mental health provider, or other licensed healthcare provider addressing the following criteria, as specified in the Treating Healthcare Provider Medical Reentry Form ([https://cm.maxient.com/reportingform.php?UnivofDenver&layout\\_id=58](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=58)). The student and the provider should have a shared understanding of the information being submitted to the University on the student's behalf. If the treating healthcare provider does not address every item identified in the Treating Healthcare Provider Medical Reentry Form, then the University may not approve the student's request.

The documentation must be submitted as a PDF file on official letterhead with the providers signature and dated within a month of the first day of the academic term for which the student seeks reentry and must include the following, as outlined in the Treating Healthcare Provider Medical Leave of Absence Form:

- a. The treating physician, licensed mental health provider, or other licensed healthcare provider's professional qualification and licensure;
- b. Professional opinion regarding the student's ability to participate academically with a full-time course load and willingness and/or ability to carry out substantial self-care obligations at the University with or without continued treatment;
- c. A treatment summary with the following specificity:
  - Time span and type of treatment provided to the student while on the Medical Leave of Absence;
  - Whether the treatment was concluded (with or without the healthcare provider's approval) or is on-going;
  - Specific intensive treatment, if any, while on the Medical Leave of Absence
  - Demonstrated understanding of the diagnoses and functional impairment that resulted in a Medical Leave of Absence;
  - Description of how the treating physician, licensed mental health provider, or other licensed healthcare provider completing the form addressed these specific issues in the treatment of the student during the Medical Leave of Absence;
  - If treatment is ongoing: recommended treatment plan during student's return to study, any continuing care needs or concerns for the student, who will be providing the care needs; and
  - Any safety concerns for the student or for others in the University community

The Dean of Students/Associate Vice Chancellor for Student Affairs & Inclusive Excellence or their designee, in consultation with the Director of AccessibleDU: Student Disability Services and the Assistant Vice Chancellor of the University's Health & Counseling Center or their respective designees, has the discretion to determine whether the student has submitted adequate medical documentation to support the reentry application.

The student must comply with all other applicable procedures for returning to the University.

If a student seeks to extend their Medical Leave of Absence beyond one (1) year, the student should contact their Academic or Program Advisor and the staff in Student Outreach & Support at [sos@du.edu](mailto:sos@du.edu).

Students are advised to continue to work with SOS and other support services at DU as the student return from a Medical Leave of Absence. Student Support Advisors will reach out to students returning from leave to offer to schedule a meeting to discuss on-going support.

#### **Options for Incomplete Applications and Applications/Documentation Submitted After the Last Day of the Term**

**Late Drop for Medical Reasons:** Students who submit incomplete Medical Leave Applications or submit applications after the last day of the term will be referred to the Academic Exceptions Committee. The student must complete and file a petition through MyDU. More information can be found by reviewing Academic Exception Policy.

**(NOTE: Medical documentation must reflect that the students had a consultation – either in-person or virtually via tele-health – with the treating physician, licensed mental health provider, or other licensed healthcare provider during the term for which the student requests the retroactive withdrawal for medical reasons.)**

#### **Appeals of Adverse Decisions Regarding Medical Leave of Absence or Reentry from a Medical Leave of Absence**

A student may appeal an adverse decision regarding a Medical Leave of Absence and/or Reentry from a Medical Leave of Absence to Dean of Students/Associate Vice Chancellor for Student Affairs & Inclusive Excellence, or their designee, by completing and submitting the Appeal Form ([https://cm.maxient.com/reportingform.php?UnivofDenver&layout\\_id=48](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=48)) within five (5) Business Days of the date the decision was sent to the student. The grounds for appeal are limited to the following:

- The existence of procedural errors so substantial that such errors greatly impacted the decision; and/or
- New medical documentation that was not reasonably available at the time of the initial decision.

As stated in its Non-Discrimination Statement, the University of Denver prohibits discrimination based on protected characteristics, including discrimination against students with disabilities. Students with disabilities who seek accommodations to fully access the medical leave process should promptly contact Student Disability Services to submit a request for such accommodations.

Students who have concerns regarding discrimination or harassment in the application of these policies should contact the University's Office of Equal Opportunity & Title IX.

The Dean of Students/Associate Vice Chancellor for Student Affairs & Inclusive Excellence or their designee will make a good faith effort to complete the appeal within ten (10) Business Days from the date on which the appeal is provided to the Dean of Students/Associate Vice Chancellor for Student Affairs & Inclusive Excellence or their designee.

## Students Called for Military Duty

### Introduction

The University of Denver supports students called to active duty in the armed services by providing academic support, tuition relief or refunds, and reinstatement of students whose documented service has required their sudden withdrawal or prolonged absence from their enrollment at the institution. Service is defined by voluntary or involuntary active duty in the Armed Forces, including such service by a member of the National Guard or Reserve. When a University of Denver student is under a call or ordered to active duty, the following provisions will apply.

### Purpose

This guideline offers suggestions for ways in which academic and administrative units and faculty may assist students who are called to active military duty.

### Student Responsibility

A student who receives orders to report for active military duty should submit a copy of those orders to the Lead Academic Certifying Specialist in the Office of the Registrar. The Lead Academic Certifying Specialist will provide a copy of the orders and an official leave of absence request (if applicable) to the Office of Graduate Education or the Office of Undergraduate Academic Resources, as well as the Office of Financial Aid (if applicable), and notify the student's instructors. The Specialist may also assist with the arrangement of course completion options, but it is generally the student's responsibility to work directly with instructors to determine appropriate course completion options.

If, due to the urgency of their military assignments, students are unable to submit the orders before reporting, they may submit them either while on duty or upon returning to school. DU can only consider requests for changes to grades or tuition charges after official orders have been submitted.

### Course Completion Options

Instructors are urged to work with students called for military duty to enable the completion of coursework whenever it is reasonably feasible. If the majority of course's class sessions must be missed, however, the course should usually be dropped. When military orders are received late in the term, instructors may offer the option of an incomplete, if academically appropriate.

If, after arranging a course completion strategy, the nature of a student's military service prevents completion of the coursework, the instructor and the Lead Academic Certifying Specialist should be notified. They will assist the student in determining and implementing an appropriate course of action.

### Other Academic Matters

- Students who have suspended enrollment due to service requirements are allowed to re-enter their programs, provided satisfactory academic progress had been made prior to suspension. Existing policies for re-entry or readmission to the University will apply.
- Time spent away from the University by graduate students on military deployments will not count toward time limits set for degree completion.

### Administrative Matters

- A student who is forced by virtue of military orders to drop selected courses or withdraw from a term should receive a 100% refund of any tuition the student has paid for the courses dropped or withdrawn. Refunds of tuition and fees paid by financial aid or other third parties will be handled by the Bursar and the Office of Financial Aid so as not to disadvantage the student but in accordance with applicable regulations.
- A student on financial aid who is forced by virtue of military orders to drop selected courses or withdraw from a term should not be penalized in terms of financial aid eligibility, making academic progress, or other financial aid criteria.
- If a student has arranged an attempt to complete a course and finds that the nature of the military service prevents the student from completing the course work, the student should notify the faculty member and the Lead Academic Certifying Specialist and request their assistance in determining and implementing an appropriate course of action (e.g., requesting an incomplete, dropping the course, and written official leave of absence if needed).
- Room and board charges will be pro-rated based on the student's official check-out date.
- For new students, an enrollment deposit is required to confirm their acceptance of the offer of admission. If a student is deployed to active duty military service before the beginning of the planned term of enrollment, the deposit will be refunded.
- Students may appeal any administrative decisions related to their military participation by requesting the procedures for doing so from the Lead Academic Certifying Specialist.

# Readmitted Students

## Returning Students

A traditional student in academic good standing who withdraws from the University for one or more quarters (except summer session) but fewer than five calendar years must submit a request to re-enroll to registrar@du.edu. They should also submit official transcripts of any college study completed during the time of absence to the Registrar's Office.

Traditional bachelor's program students who have not been enrolled at the University for more than five calendar years from their last term of enrollment must reapply for admission to the University through the Office of Undergraduate Admission. University College students must contact the University College Student Support Center for information on re-entry. Students who are accepted for readmission may choose to complete their degree under the requirements of their original DU bulletin or the current bulletin.

# Graduation Policies

## Requirements for Graduation

- A student must complete the degree requirements listed in the bulletin in effect at the time they were admitted as degree-seeking student at the University. The final responsibility for completing graduation requirements rests with the student.
- Students must earn a minimum GPA of 2.0 with the exception of the bachelor of science in accounting which requires a minimum GPA of 2.5.
- Any departure from degree requirements must be approved by the Academic Exceptions Committee.
- Any non-final grade (i.e., incomplete or non-reported grade) must be changed to a final grade.

## Residence Requirement

- The last 45 credits earned prior to granting a degree must be completed at the University of Denver apart from approved study abroad participation.
- Students who take classes at another institution while on leave must submit transcripts upon their return to the University.
- Regardless of the degree requirements (coursework and credits) satisfied by the transfer work, the 45-quarter-hour residency requirement must also be satisfied.

## Class Attendance

A graduating senior must attend classes through the last scheduled session of the quarter unless the instructors approve the absence.

# Commencement

## Commencement Ceremonies

Four formal commencement ceremonies are held at the University of Denver each year:

- At the conclusion of the spring semester, a commencement ceremony is held for the Sturm College of Law.
- At the conclusion of the spring quarter, separate ceremonies are held for undergraduate and graduate students.
- At the conclusion of the summer quarter and summer semester, a commencement ceremony is held for all summer graduates.

Students who have completed all graduation requirements during the autumn or winter terms, or will complete all graduation requirements during spring term of the current academic year, are invited to participate in the spring ceremonies.

Students who will complete all graduation requirements during the summer quarter or semester are invited to participate in the summer ceremony.

## Walking in the Ceremony

Under some circumstances, students who have not met graduation requirements are allowed, by petition, to participate (walk) in commencement exercises. Students may request to walk in the commencement ceremony.

For additional information about eligibility to walk in the commencement ceremony, please see Undergraduate Request to Walk in Commencement Ceremony (<http://www.du.edu/registrar/media/documents/commencementwalkrequest.pdf>) (PDF) or Graduate Request to Participate in Ceremony (<http://www.du.edu/media/documents/graduates/walking.pdf>) (PDF).

## Commencement Program

The commencement program lists the names of all graduation candidates who are determined to be eligible for a specific commencement ceremony. The appearance of a name in the program does not guarantee a student's graduation at that time unless all degree requirements have been completed.

# Diplomas

## Diplomas

Diplomas are issued eight to ten weeks after the conclusion of the term in which the student graduates.

## Diploma Name Policy

The student name listed on a diploma or certificate must match the official name on file at the University (first name, middle name, last name), with the following exceptions:

- option of first name or initial;
- option of diminutive or alternate form for the first name;
- option of a first name which conforms with the graduate's genuine expression of gender identity;
- omission of the first name when the middle name is used as a salutary name;
- option of middle name or initial;
- omission of the middle name;
- inclusion of former or maiden name(s);
- inclusion of proper capitalization and accentuation of name; and,
- inclusion of Hispanic maternal surnames.

Neither titles nor degrees previously earned will be included as part of a graduate's name on a diploma.

# Dean's Honor List and Hornbeck Scholars

The Undergraduate Dean's List and Hornbeck Scholars are publicized every quarter in recognition of outstanding academic achievement.

To be eligible for the Dean's Honor List, a student must achieve a quarterly grade point average of at least 3.75 with 12 earned quarter hours or more. A student who earns a quarterly GPA of 4.0 with a minimum of 12 earned quarter hours is named a Hornbeck Scholar, in memory of Stanley K. Hornbeck's outstanding service and scholarship to the University. (Hornbeck received his bachelor's degree from DU in 1904 and became the first Rhodes Scholar from Colorado. He later served the United States as ambassador to the Netherlands.)

Dean's List and Hornbeck Scholars are noted on students' transcripts as "Dean's List." Academic standing and Dean's List calculations are made at the end of grade processing. Standing is not recalculated with subsequent changes of grades (e.g., late grade submissions or makeup of incomplete grades).

# Degrees with Honors

## Latin Honors

Honor designations for baccalaureate degrees are cum laude, magna cum laude and summa cum laude.

- Cum laude is awarded to a degree candidate who has completed at least 90 quarter hours at the University with a minimum GPA of 3.75 in all course work taken at DU. For candidates with fewer than 90 quarter hours, cum laude is awarded if the student received a recommendation from the major department and if he or she achieved a minimum GPA of 3.75 at the University.
- Magna cum laude is awarded to a degree candidate who has completed at least 90 quarter hours at the University with a minimum GPA of 3.85 in all course work taken at DU. A candidate for this honor must present a thesis or project, or receive distinction in his or her major. For candidates with fewer than 90 quarter hours, magna cum laude is awarded if the student received a recommendation from the major department and if he or she achieved a minimum GPA of 3.85 at the University.
- Summa cum laude is awarded to a degree candidate who has earned a minimum of 90 quarter hours at the University with a minimum GPA of 3.95. A candidate for this honor must present a thesis or project, or receive distinction in his or her major. For candidates with fewer than 90 quarter hours, summa cum laude is awarded if the student received a recommendation from the major department and if he or she achieved a minimum GPA of 3.95 at the University.

## University Honors

University Honors Program (p. 381) students who successfully complete honors course requirements along with distinction in their major are recognized upon graduation with both university honors and distinction in the major.

## Distinction in the Major

Most departments offer recognition in the form of distinction in the major. These programs typically include special course requirements and completion of a senior thesis or project. Timing and requirements for entry and completion vary by department, so students should contact a major advisor for details and consult distinction requirements listed in this bulletin under individual programs. Graduation with university honors requires completion of distinction in the major, but students not in the University Honors Program can earn distinction in most departments as well.



## Honor Societies

### Beta Gamma Sigma

Beta Gamma Sigma BGS was founded in 1913, and is the international business honor society for schools accredited by the Association to Advance Collegiate Schools of Business (AACSB), which are the top 5 percent of business school programs around the world. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International. Inducted as students, BGS members go on to serve in critical leadership roles in corporate, entrepreneurial, government, non-profit, and academic sectors. Members currently reside in all 50 U.S. states and more than 190 countries. The University of Denver chapter is among the oldest BGS chapters, founded as number 19 in 1926.

The following students qualify for invitation to BGS:

- Undergraduates from second-semester sophomore and up in the top 10% of their class
- Top 20% of master's students after completing half of their program
- Doctoral candidates who have successfully defended their dissertation

### Phi Beta Kappa

Phi Beta Kappa, Gamma of Colorado chapter elects a small number of juniors and seniors each year to membership in North America's oldest and most prestigious academic honor society, founded in 1776. Membership is by election only and is based on a high level of academic performance, broad course distribution across the liberal arts and sciences and a sustained, demonstrated commitment to intellectual curiosity and the spirit of a liberal arts education.

### Honor Societies

There are many additional honor societies open to students at the University. Students should consult with their major advisor or department for information about other honor societies specific to their discipline.

## Course Descriptions

- Accounting (ACTG) (p. 746)
- Advanced Seminar (ASEM) (p. 749)
- Air Force ROTC (RTC2) (p. 776)
- Anthropology (ANTH) (p. 776)
- Arabic (ARAB) (p. 784)
- Army ROTC (RTC1) (p. 785)
- Art - Studio (ARTS) (p. 786)
- Art History (ARTH) (p. 790)
- Arts and Humanities (AH) (p. 793)
- Asian Studies (ASIA) (p. 793)
- Bachelor of Arts Completion Program (BACP) (p. 794)
- Biology (BIOL) (p. 795)
- Black Studies (BLST) (p. 804)
- Business Core (BUS) (p. 804)
- Business Ethics and Legal Studies (LGST) (p. 805)
- Business Information and Analytics (INFO) (p. 808)
- Chemistry (CHEM) (p. 810)
- Chinese (CHIN) (p. 813)
- Clinical Psychology (CPSY) (p. 814)
- Communication Arts (CA) (p. 814)
- Communication Studies (COMN) (p. 815)
- Community Engagement (CENG) (p. 822)
- Computer Science (COMP) (p. 822)
- Construction Management (CMGT) (p. 828)
- Counseling Psychology (CNP) (p. 829)
- Critical Race & Ethnic Studies (ETHN) (<http://bulletin.du.edu/undergraduate/coursedescriptions/ethn/>)
- Economics (ECON) (p. 829)
- Emergent Digital Practices (EDPX) (p. 834)
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## Accounting (ACTG)

### ACTG 1988 Study Abroad Resident Credit (0-18 Credits)

#### ACTG 2010 Survey of Accounting (4 Credits)

Accounting for running a business, with modules on financial accounting and a focus on managerial accounting. Prerequisite: Sophomore standing. Business minors only.

#### ACTG 2200 Introduction to Financial Reporting (4 Credits)

The purpose of this course is to introduce students to accounting and its relevance in the business world. Students learn how to analyze transactions and prepare financial statements. In addition, students are introduced to publicly traded company's annual reports and 10K's. Prerequisites for Business majors: INFO 1010, MATH 1200, ECON 1020, and Microsoft Excel Certification. Prerequisites for Business Administration minors: Sophomore standing and declared minor.

#### ACTG 2300 Accounting for Decision Making (4 Credits)

Introduces or reinforces concepts and techniques for using accounting information for managerial purposes. The focus is on interpreting financial information and making business decisions, not accumulating or preparing accounting information. Students will learn the concepts of cost behavior, cost-volume-profit analysis, master budgeting, relevant factors for short-term decision making and cost allocation. Prerequisites: ACTG 2200, Microsoft Excel Certification, and admission to the Daniels College of Business.

### ACTG 2988 Study Abroad Resident Credit (0-18 Credits)

#### ACTG 3014 Accounting Core I - Accounting Fundamentals (4 Credits)

The course prepares the future accountant to understand how the accounting system and profession functions within marketplace. At the conclusion of this course the student should understand: (1) the fundamental elements and terminology of business transactions and related financial accounting (2) the accounting system of recording, classifying and summarizing information, (3) economic and ethical issues relating to financial accounting, and (4) technical and communication skills necessary for the professional accountant. The practice of technical skills is supplemented with learning concepts and techniques for effective oral and written business functions, with a focus on reinforcing speaking and writing skills through practice and feedback. Prerequisites: ACTG 2200, ACTG 2300. Prerequisite or Co-requisite: FIN 2800.

#### ACTG 3017 Accounting Information Systems & Controls (4 Credits)

The objective of this course is to provide an integrated learning opportunity that encompasses financial internal controls and accounting information systems. Students will learn skills that can immediately be translated to their jobs/internships. The first part of the course focuses on advanced Excel concepts and certification, as well as learning some basic concepts for database systems using Access. The second part of the course will focus on completing the accounting cycle for a business in a manual environment. The purpose being to understand the relationship of all of the documents and the needed controls. The third part of the course focuses on the use of accounting software to automate the processes from the second part of the course. The emphasis being on understanding the impact on the controls within the system. Prerequisites: ACTG 2200, ACTG 2300, and FIN 2800.

#### ACTG 3018 Intermediate Financial Accounting I (4 Credits)

Foundations of financial statement content, including structure of financial accounting theory; accounting process and cycle; income determination and reporting; compound interest concepts and relationship to accounting; accounting and reporting for current assets. Case studies of open-ended accounting problems requiring application of GAAP guidance to fact patterns. Prerequisites: ACTG 2200, ACTG 2300. Prerequisite or Co-requisite: FIN 2800. Must be a Daniels Student.

#### ACTG 3019 Cost Management (4 Credits)

This course introduces objectives, methods and problems encountered in cost accounting. Cost accounting is a broad field that often links financial and management accounting, involving communication between accountants and management. Prerequisites: ACTG 2200, ACTG 2300. Prerequisite or Co-requisite: FIN 2800.

**ACTG 3034 Accounting Data Analytics (4 Credits)**

In today's information world, accountants must be well equipped to understand and utilize the vast and varying data systems that feed a company's decision-making process. The course fosters a data analytics mindset in accounting students by providing hands on skills with software tools with a strong emphasis on interpreting and communicating the results to the business. Students will gain experience coding in SQL, loading and manipulating data files in Alteryx, and visualizing data for effective storytelling in Tableau. Projects focus on large scale business cycles and challenge students to craft appropriate questions of the data and dig beyond initial data results to identify trends and root causes. Strong focus is placed on visually and verbally communicating the results of the data analysis to a non-technical business audience.

**ACTG 3037 Cost Management (4 Credits)**

Cost Management builds upon basic concepts and techniques for using accounting information for managerial purposes. The focus is on interpreting both high-level and detailed financial information and making business decisions, not accumulating or preparing accounting information. After completing this course, the student should understand: • Cost behavior. • Techniques and uses of cost-volume-profit analysis. • Relevant factors for short-term decision-making. • Cost accumulation, tracing, and allocation. • Components and uses of the master budget. To master the course material, the student will need a basic understanding of historical financial accounting, but the course emphasizes present and future management actions.

Prerequisites: ACTG 2300 and ACTG 3018.

**ACTG 3038 Accounting Core II - Intermediate Financial Accounting II (4 Credits)**

The focus of this course is the foundation and content of published financial statements. Specifically, it covers the following two modules: 1) assets: recognition, measurement and reporting issues, a) fixed assets and b) intangible assets; 2) liabilities: recognition, measurement and reporting issues, a) current liabilities, b) contingencies, and c) long-term liabilities. Common to each of the modules is an emphasis on reading GAAP and applying the GAAP guidance to fact patterns. In particular, the course is designed to enhance each student's ability to identify, discuss, and resolve open-ended problems (i.e., those having no single "correct" answer). Therefore, each student must commit to being an active participant in the class discussions. The two main reasons to participate are that (1) the class will be a richer experience if we hear a variety of views on each issue and (2) it is important to develop confidence in your ability to analyze and discuss complex technical issues, and to explain and justify your conclusions. Prerequisites: ACTG 3014, ACTG 3019 and ACTG 3018.

**ACTG 3049 Accounting Information Systems (4 Credits)**

The objective of this course is to provide an integrated learning opportunity that encompasses financial statement assurance and accounting information systems. The first part of the course exposes these issues using a hypothetical company based on an actual company. The student should develop a knowledge and understanding of this particular industry and how it provides assurance of the company's financial statements as well as address a variety of challenging accounting information systems issues. The second part of the course focuses on a conceptual framework to emphasize the professional and legal responsibility of accountants, auditors, and management for the design, operation, and control of AIS applications.

**ACTG 3068 Intermediate Financial Accounting III (4 Credits)**

This course is a continuation of ACTG 3018 and ACTG 3038 and completes the examination of the foundation and content of published financial statements. Specific topics include: stockholders' equity, investments in debt and equity securities, revenue recognition, income taxes, pensions, leases, statement of cash flows, accounting changes and errors, and interim reporting. Prerequisites: ACTG 3034, ACTG 3037, and ACTG 3038.

**ACTG 3069 Accounting Communications (4 Credits)**

This course emphasizes critical communications skills for future accounting, tax, auditing and consulting professionals. The course develops written communication skills including but not limited to technical writing, reporting the results of research and explaining complex issues. Oral communication assignments include formal presentations, development of debate skills and boardroom presence. Assignments incorporate business etiquette and team building.

**ACTG 3130 RPA in the Business and Accounting Environment (4 Credits)**

Robotic Process Automation (RPA) is an emerging technology that is changing the way businesses process data. RPA allows many business processes to be automated and remove the human from performing repetitive tasks. This course will teach the basics of the technology using one of the most popular RPA software programs, UiPath. Students will learn the theory, design an application of RPA through small projects.

**ACTG 3220 Understanding Financial Statements (4 Credits)**

Provides business majors with the necessary understanding to read, interpret, and use published financial statements. Cross listed with ACTG 4222. Prerequisite: ACTG 2200 and admission to Daniels.

**ACTG 3230 Financial Statement Analysis (4 Credits)**

Consolidated financial statements, accounting for leases, currency translation, and options and futures impacts, GAAP to restate financial statements for differences between companies. Impact of financial transactions and evaluating a firm's performance from a user's perspective.

**ACTG 3281 Intermediate Financial Accounting I (4 Credits)**

The focus of this course is the foundation and content of published financial statements. Specifically it covers the following broad topics: (1) Conceptual Framework of Financial Reporting; (2) Financial Statements and Related Disclosures; (3) Assets: Recognition and Measurement; and (4) Liabilities: Recognition and Measurement. Common to each of the topics is an emphasis on reading GAAP and applying GAAP guidance to fact patterns. Prerequisite: ACTG 2200.

**ACTG 3282 Intermediate Financial Accounting II (4 Credits)**

This course is a continuation of Intermediate Financial Accounting I. The focus of this course is the application of Generally Accepted Accounting Principles to complex business transactions. The course includes various intermediate accounting topics, including current and long-term liabilities, leases, income taxes, pensions, shareholders' equity, earnings per share, the statement of cash flows, and other financial reporting issues. Prerequisite: ACTG 3281.

**ACTG 3284 Consolidated Financial Statement (2 Credits)**

Consolidation procedures, issues in the preparation and presentation of consolidated information, and interpretation of consolidated financial statements.

**ACTG 3285 Accounting for Foreign Operations (2 Credits)**

Financial statement impact from doing business in a foreign currency, having foreign subsidiaries or operations, and certain hedging activities.

**ACTG 3340 Topics and Cases in Managerial Accounting (4 Credits)**

Topics & Cases in Managerial Accounting focuses upon contemporary methodologies used by managerial accountants. Such methodologies are examined through classroom discussions of case studies and related articles. The course is designed to develop and enhance skills that are essential for the long-term success of career in accounting and finance. Prerequisites: ACTG 2300.

**ACTG 3360 Profit, Planning & Control (4 Credits)**

Comprehensive planning in the corporate environment involving in-depth study of goals, procedures, responsibility, and coordination of planning and control process. Objectives and structuring of planning process, significant problem areas, benchmarks for alternative evaluation processes, and correction and control tools. Prerequisite: ACTG 2300.

**ACTG 3440 Business and Investment Tax Issues (4 Credits)**

Income tax conceptual framework applicable to common business and investment transactions, including tax implications of business decisions. How effective business planning depends on accurate assessment of relevant tax factors. Prerequisites: ACTG 2200.

**ACTG 3461 Individual Income Tax (4 Credits)**

Federal income tax as it applies to individuals, including discussion of rates, exemptions, deductions, and accounting methods; gross income, property transactions, tax deferred exchanges; business operating taxpayer issues. Prerequisites: ACTG 2200.

**ACTG 3462 Corporate & Partnership Tax (4 Credits)**

Federal income tax as applied to the formation, operation and dissolution of business entities. Determination of corporate taxable income, special deductions, credits, methods of computing tax liability and estimated tax requirements. Determination of partnership and S Corporation ordinary income; classification and amount of separately stated items allocable to partners and S Corporation shareholders in accordance with the conduit principle.

**ACTG 3551 Auditing (4 Credits)**

This course covers professional ethics and legal environment, generally accepted auditing standards (GAAS), internal control, audit documentation and auditors reports.

**ACTG 3620 Accounting Ethics (4 Credits)**

This course focuses on the idea of community and the ethical and social relationships of accounting leaders and business organizations in their communities. The course focus is on the role of the accounting professional and the unique and special responsibilities associated with that role. This is examined by analyzing a variety of issues that students will face during their careers. The goal is to provide students with generalized understanding and skills that can be employed in dealing with other issues that emerge directly relate to the state Code of Professional Conduct applicable to CPAs, the Code provisions are discussed and analyzed.

**ACTG 3701 Topics in Accounting (1-4 Credits)****ACTG 3702 Topics in Accounting (1-4 Credits)****ACTG 3703 Topics in Accounting (1-4 Credits)****ACTG 3704 Topics in Accounting (1-4 Credits)****ACTG 3705 Topics in Accounting (4 Credits)**

Prerequisite: ACTG 3068 or instructor's permission.

**ACTG 3740 Valuation and Modeling (4 Credits)**

Professional decisions in the face of uncertainty are made using a combination of judgment and sound analysis. Even skilled professionals in any field will make incorrect decisions when working with incorrect or insufficient information or when making careless analyses. One key to improving decision-making is superior analytical insights and skills. Given this, the ultimate purpose of the course is to: 1. Provide you with experience in identifying critical decisions that can best be improved through analysis of data and modeling. Once key issues are identified. 2. Provide you with the knowledge and insight necessary to identify appropriate (and reject inappropriate) models or analyses. Once an appropriate model or models are identified: 3. Provide you with the tools and skills necessary to correctly use those models by identifying, measuring and evaluating critical factors, data and assumptions. 4. Gain experience in critically evaluating and auditing your work and the work of other professionals. For example, has management used appropriate models, appropriate data and reasonable assumptions in their estimates of fair value for various assets. Prerequisites: INFO 1020, ACTG 2200 and FIN 2800.

**ACTG 3880 Internship - Undergraduate (0-4 Credits)**

Practical work experience.

**ACTG 3885 Undergraduate Field Experience (0 Credits)**

Compensated work experience; no academic credit. Prerequisite: instructor's permission.

**ACTG 3988 Study Abroad Resident Credit (0-18 Credits)****ACTG 3991 Independent Study (1-10 Credits)**

Independent research/study; requires written report. Prerequisite: instructor's permission.

**ACTG 3995 Independent Research (1-10 Credits)**

## Advanced Seminar (ASEM)

**ASEM 2401 'Extreme' Philosophy: Major Philosophical Issues of the 21st Century (4 Credits)**

This course involves an exploration and critical assessment of several of the most important 21st century philosophical issues: the "Doomsday Argument," the "Singularity Argument," the "Simulation Argument," and various views surrounding the possibility (and probability) of extraterrestrial intelligence (ETI). There are no prior knowledge prerequisites; all necessary background information will be presented in the course. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2402 Culture and Identity in American Political Development (4 Credits)**

This course considers the development of American politics over time, through the lens of struggles over culture and identity. We discuss how political and institutional change around these topics happens in the American political system. The first section of the course reviews broad theories in the field of American Political Development, addressing the role of culture, institutions, and policy. We then turn to closer consideration of the ways in which scholars from multiple disciplines have applied these theories to specific areas of American politics. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2403 Versions of Egypt (4 Credits)**

This course will study a handful of books that lead up to and study the recent Egyptian Revolutions. We will read Alifa Rifaat's *Distant View of the Minaret*, Amitav Ghosh's *In an Antique Land*, Alaa al Aswany's *The Yacoubian Building*, Wael Ghonim's *Revolution 2.0*, and excerpts from Peter Hessler's forthcoming book about post-revolutionary Egypt. The class will attempt to understand both 21st century Egypt and the aftereffects of the dramatic changes in Egypt since the first revolution of February 2011. Students will write both critical and creative essays for this seminar.

**ASEM 2404 Music Preference, Identity, Genre, and Recommendation (4 Credits)**

Students examine the relationship between music preferences, personality, and identity. Because music preferences are strongly mediated by cultural industries and institutions, students also examine two of the music industry's tools for connecting listeners to their preferred music: genre systems and a more recent tool, automated music recommendation engines. The course includes three medium-length papers and many written responses to scholarly writing drawn from music psychology, musicology, and music informatics.

**ASEM 2405 Decision-making and Neuroeconomics (4 Credits)**

How do you decide what to buy, who to trust, which job to take, or what you'll want to eat tomorrow? This seminar-style course integrates perspectives from psychology, neuroscience, and economics to understand decision-making, how it is affected by emotions or social contexts, and how it is implemented in the human brain. The course emphasizes active participation, and relies upon primary scientific sources (i.e. peer-reviewed empirical articles). Recommended: a familiarity with at least one of cognitive psychology, human neuroscience, or behavioral economics. Recommended: a familiarity with at least one of cognitive psychology, human neuroscience, or behavioral economics.

**ASEM 2406 Myths of Medieval Encounter (4 Credits)**

Using three case studies (Vikings, Crusaders, and Conquistadors) this course examines how pre-modern authors shaped the image of Europe by depicting foreign cultures and how we use the texts of the past to understand not just the cultures they describe, but also the changing face of Europe across the centuries.

**ASEM 2407 The Individual in Modern Economies (4 Credits)**

This course discusses the role of the individual in modern economies, and the impact that modern economic systems have on individuals and their lives. The course will include objectives that people pursue in societies, and how the structure of the economic system can help or hinder achieving them. To that end, a conceptual understanding of different perspectives on modern economies will be at the center of the class. Those perspectives will be drawn not only from economic concepts in a narrow sense, but also be informed by sociology, political science, and psychology, among other disciplines.

**ASEM 2408 Income and Wealth Inequality in the 21st Century (4 Credits)**

The work of Emmanuel Saez and Thomas Piketty in the early 2000s revealed that the share of income being captured by the top 1% of income earners has been rising steadily for the past three decades. Their observation was the key stylized fact behind the Occupy Movement rallying cry "We are the 99%!" This seminar on income and wealth inequality takes a closer look at the key empirical discoveries and theoretical insights. In the course of reading Piketty's book *Capital in the 21st Century* and supplemental texts representing multiple traditions and perspectives, students engage critically with these topics and the controversies around them. The objective of this course is for students to leave with an in-depth understanding of issues in income and wealth inequality, the controversies around works like Piketty's book, and their relevance for the economic and political present. Enforced Prerequisites: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.



**ASEM 2409 Performing India: Performance, Ritual, and the Indian Body Politic (4 Credits)**

This course explores "performance" as an organizing principle of Indian cultural, political, and religious expression. We delve into the shared poetic and spiritual experience of the performer and spectator as a foundational aspect of performance that fundamentally shapes the Indian body politic. This interaction between spectator and performer functions as a guide trope as we examine the Pan-Indian oral performance tradition through the transmission, rewriting, recasting, regionalization, and politicization of canonical Indian epics, the "Mahabharata" and "Ramayana".

**ASEM 2410 Science & Religion in Dialogue (4 Credits)**

This course examines the relationship between science and religion. Our key question is "What is the best way to understand or construe this relationship?" We begin by attempting to identify and, then, dispel certain popular "myths" about science and religion. Then we turn our attention to the life, the scientific discoveries, the religious commitments and struggles of Charles Darwin. Darwin's career is the perfect entry point for considering much broader issues in the relationship between science and religion. Darwin's evolutionary theory fundamentally shaped modern science. But in so doing it also raised significant challenges to traditional religious belief, particularly in Christian communities of faith. For that reason, Darwin is as controversial today as he was 150 years ago, especially in (tho' not limited to) America. With that foundation, we shall be in a position to wrestle with a quite recent, thorough-going reassessment of the science/religion debate, one that is both critical and constructive. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2411 Race and the Politics of Punishment (4 Credits)**

This course uses perspectives from history and politics to explore questions about race-based practices and policies in contemporary America. One rich lens on these questions is provided by the current of mass incarceration. Michelle Alexander's book, *The New Jim Crow*, argues "we have not ended racial caste in America; we have merely redesigned it." The course investigates her argument: what would it mean for mass incarceration to be the New Jim Crow? What does that framing reveal, and what does it conceal? Students develop a solid understanding of the origins and consequences of race-based practices and policies (whether explicit or implicit) in American politics, as well as of mass incarceration. Specific examples raise broader questions about racism in American political history, political power, and political change.

**ASEM 2412 Emotions in Theatre and the Brain (4 Credits)**

This course examines one core aspect of human nature: emotion, exploring its dimensions from the perspectives of philosophy, psychology, neuroscience, and theatre.

**ASEM 2413 Applied Neural Networks (4 Credits)**

Artificial neural networks (ANN) are a set of important technological tools that have a wide array of practical applications, ranging from weather forecasting to engineering. This course defines and explains ANNs and how they have been applied to a wide variety of real phenomena.

**ASEM 2414 Wealth, Power & Justice in the European Union (4 Credits)**

This course explores the regional integration of Europe in the postwar era. Since the European Union "began" back in 1950, the central question we consider is why states that fought devastating wars for centuries chose to put down their arms and merge their destinies with a common market, single currency, and binding "supranational" legal system. We focus on the evolution of economic and political motivations for integration and the legal pressures that erode state sovereignty today. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2415 Friendships and Communities (4 Credits)**

Students will examine traditional understandings of social capital and how we form and maintain relationships for personal, social, and political ends. From this background, students will examine new insights about social capital from an interdisciplinary approach (e.g., evolutionary psychology, philosophy, and anthropology). Finally, students will explore these "new syntheses" in relation to contemporary critical issues that cross race, class, and national borders. Possible examples of such issues include incarceration, homelessness, or the function/effects of social networks like Facebook.

**ASEM 2416 France and Germany: From Carnage to Community (4 Credits)**

Today, much to the United Kingdom's chagrin, the European Union is dominated by a closely cooperating "dyarchy" of the French Republic and the Federal Republic of Germany. Go back a century, however, or two or three, and you find France—whether republic (1909), empire (1809), or kingdom (1709)—preparing for war with Germany (1909) or catching her breath between campaigns against various German states (1809, 1709). Hundreds of years of European history are marked and marred by increasingly devastating collisions between these two proud nations. When we review and appreciate that bloody "back-story," their present harmony, indeed on many important matters their unison, is an astonishing outcome, which this course attempts to explain, examining implications for the future of Europe, of the Western alliance, and of the world.

**ASEM 2417 Cultural Dynamics-African American Music (4 Credits)**

This course examines the cultural and psychological functions of various genres of African American music both historically and in contemporary society. The course is built around the thesis that various forms of African American music—e.g., the spirituals, the blues, gospel, jazz, rap - have served common functions in the culture historically (even while serving distinctive needs at different points in history), and have all served as core features of both African American culture and, more broadly, American aesthetic sensibility.

**ASEM 2418 Innovation Nation (4 Credits)**

An in-depth discussion of the American future, which will be defined for the Millennial generation as one in which a confluence of trends will combine to alter the structure of opportunity. Focus on technological change and who it affects economic and national security, privacy and personal liberty, and employment opportunities. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2419 Girl Power: Gender in the Media (4 Credits)**

This course employs an interdisciplinary feminist lens to explore the historical construction and meaning of gender and "girlhood" in contemporary American media culture. It explores how the various discourses of girlhood are constructed through media images and stories about female youth in mainstream culture. Students learn and practice different forms of critical writing. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2420 The Cultured Ape (4 Credits)**

Examines the field of human evolutionary psychology. Evolutionary Psychology examines how human behavior is influenced by our heritage as evolved primates. It challenges the understanding of humans as "blank slates" primarily shaped by their social and cultural environments. The course considers the implications of this perspective for social policy.

**ASEM 2422 Textual Bodies: Discourse and the Corporeal in American Culture (4 Credits)**

This course explores how bodies acquire meanings, and how those meanings are created, represented, disseminated, or contested through discursive and embodied means. Course practices include close readings of literary, philosophical and visual texts; creative and auto-ethnographic writing exercises; and in-class dance-based movement drills. Prerequisite: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2423 The American Road Trip (4 Credits)**

As Frederick Jackson Turner told us back in the 19th Century, American cultural identity has hinged on the idea of an ever-receding frontier and the possibility of reaching it. We will chart how the road figures as both a promise and a burden, and how it reflects changing social and cultural issues in American life. We will consider documents of fiction, philosophy and history as well as film and aspects of popular culture as we consider the America fascination with the road and the careers of its many and diverse travelers. Enrollment restricted to students in the Honors Program.

**ASEM 2424 Poetic Minds (4 Credits)**

How do we know who we are? How do we know what is real? How do we decide what is right? In this ASEM, course participants will trace these key questions from Enlightenment philosophy to British Romantic literature and, finally, to their echoes and afterlives in contemporary literature.

**ASEM 2425 Humans vs. Machines: When will the Robots Leave Us in the Dust? (4 Credits)**

The rise of robotics, automation, big data, cloud computing and artificial intelligence have widely delivered both positive and negative impacts to our economy and society. On the one hand, robots, machines and complex algorithms have drastically improved production, national outputs and economic growth. On the other hand, they have also displaced jobs, weakened human interactions and substantially altered the nature of work and employer-employee relationship across developed and developing countries. This seminar assesses the rise of technology, the disruptions that it entails and the policies needed to confront those changes. The objective of this course is for students to be informed and engaged with opposing arguments and approaches that characterize the creation, promotion, use and problems created by the current and future waves of technological change. The "replicants" are rising; can the humans fight back?

**ASEM 2426 Narrating Memory, History, Space in the City (4 Credits)**

This course draws on a variety of anthropological questions, theoretical approaches, and methodological techniques to examine the city and city life. It begins with the origins and development of cities and the identification of urban areas as sites for investigation in social theory. It next turns attention to exploring how ethnographers link everyday life on the social periphery to larger historical, political, and economic processes. A major course theme is understanding how urban spaces shape identities and communities, and it uses Denver's changing urban landscape to illustrate the theme. The course considers the basic human practice of listening to stories, as well as the meaning of narration in and about the city.

**ASEM 2427 Mid-Century Mod, Redrawn (4 Credits)**

Studying the art history of the mid-20th Century is not an exercise in nostalgia but a study of the way we think, communicate, and innovate. Artists like Grace Hartigan, Tadeusz Kantor, and El Anatsui illustrate creative labor in a rapidly changing, globalizing world. This course, designed for all majors as part of the advanced seminar common curriculum requirement, takes in part its inspiration from MoMA's initiative Contemporary and Modern Art Perspectives, which aims to redraw understandings of modernism within the purview of global art history and larger cultural framework, including social, political, economic, and intellectual. The course reconsiders the 1950s and 1960s and the notion of "modernity" from multiple geographies and identities: Western and Central-Eastern Europe, Latin and North America, and Africa.

**ASEM 2428 Religion, Nation, and Money (4 Credits)**

Primarily through the lens of Religious Studies, this course, accessible to students from various majors, explores the intellectual history and continued existence of Manifest Destiny in the United States and fosters nuanced perspective concerning the construction of American Identity and U.S. Nationalism. Students examine the relationship between the following: religion and capitalism, religion and national identity, religion and ethnic particularity, religion and race, and religion and armed conflict. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2429 Media Infrastructures and Materiality (4 Credits)**

While people often think of the internet as existing over the air and cell phones as untethered allowing fluid mobility, these digital technologies have a physical and material infrastructure. This course examines and interrogates the materiality of digital technology (cell towers, underwater sea cables, data centers, internet cafes, etc.) and explores "the digital" as a feature of the human within social and historical contexts. The course draws on multiple perspectives to examine the intersection of technology and society in everyday lives by using an ethnographic methodology. Participants working in research teams to carry out ethnographic research, media studies research, and interview-based research to produce media products (audio or video documentary, social media campaign, public art installation, website, or so on) to report about a media infrastructure to be shared publicly in Denver. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2430 Romanticism in Germany (4 Credits)**

The German Romantic movement of the late 18th and early 19th-centuries was one of the most exciting and perilous intellectual adventures in the history of western culture. Some of the most daring, creative and prophetic work was done at this time, and it dramatically affected nearly every facet of German culture, inspiring novel, sometimes unprecedented, developments in philosophy, aesthetics, poetry, literature, music and criticism. Nor were these developments limited to German culture, but extended to its politics and efforts to form a unified national front against the deracinating effects of industrialization and modernization. The course traces these developments through an exploration of some of the seminal figures, themes and ideas of the Romantic period, primarily in relation to their intersection with philosophy, politics and art and German history. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2434 American Film Censorship and the Hollywood Production Code (4 Credits)**

This course focuses on the evolution of censorship in American cinema and its wider implications. Such focus involves careful examination of the moral, political, and social choices that impact "what" stories can be told and "how" they are told. The course emphasizes critical analyses of how social values and norms influence cinematic storytelling and aesthetics. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2435 Utopia and Dystopia: Brazilian Art & Culture in the Latin American Context (4 Credits)**

This course is an interdisciplinary examination of utopia, and its counterpart dystopia, in Brazilian art and culture. "Utopia and Dystopia" traces the history of these concepts through theoretical readings and in-depth analyses of specific projects in Brazilian art, architecture, literature, music, and cinema. Upon successful completion of the course, students understand how these two concepts have shaped Brazilian identities both from within and as imposed by colonialist projects from without. Students develop advanced writing skills by comparing and contrasting different expressions of the utopia/dystopia dichotomy and by analyzing cultural artifacts from several different traditions in Brazil and, more widely, in Latin America.

**ASEM 2436 Life and Death (4 Credits)**

In this course, students examine several of the moral issues concerning the circumstances under which it is appropriate for humans to bring about life or death. For example, is it morally permissible to bring about, and subsequently destroy, human life in a petri dish? Is it permissible to bring about the death of people who have killed others? We examine and evaluate others' responses to such issues. En route to answering these questions, we pay significant attention to the scientific and empirical factors relevant to which moral responses we should have and to the legal factors determining the actual policies we do have.

**ASEM 2437 Rhetorics of Monstrosity (4 Credits)**

In this course we will examine how the construct of monstrosity can help us understand societal, political, and cultural meanings around race, class, gender, sexuality, and ability. Monsters can tell us a great deal about the cultures that produce them, such as their social anxieties and ideological struggles. We will examine monstrosity rhetorically in order to gain tools to critically unpack nuanced and complex issues of power and difference.

**ASEM 2438 Music and Language (4 Credits)**

Music and language are two of the most complex and powerful communication systems shared by humans globally. Drawing on methods and theories from anthropology, ethnomusicology, cognitive psychology, and literary theory, students in this seminar explore the music-language interface from interdisciplinary and cross-cultural perspectives.

**ASEM 2439 Music, Politics, and Policy (4 Credits)**

Music is often considered a positive, peace-building force in the world. Like all other forms of human expression (e.g., speech, prose), however, music engages with diverse political agendas and ideals, from peaceful humanist ones to violent nationalist ones. This course examines the ways in which politics and policies engage with popular, jazz, folk, and classical musics around the world. Students will explore contemporary and historical cases in which governments and NGOs foster, transform, reject, and otherwise use musics to promote their own ideas about local economies, national cultures, diplomacy, democracy, innovation, cultural diversity, and even criminal law. The course asks how might music and the arts more broadly have a unique role in these contexts? How is artistic expression different from other forms of human expression here? Can music promote peace? Democracy? How? How do governments create local and national music scenes? Which local and national cultures do they promote and protect? To what end? It looks at how the Cuban government has embraced rap music as emblematic of the nation's revolutionary ethos; how the United States government used jazz as a diplomatic tool during the Cold War; how NGOs in Israel and Palestine used popular and classical musics to promote peace and understanding; how American courts have used rap music as evidence in criminal cases; and how funding and intellectual property laws impact musical ownership, tradition, innovation, and creativity.

**ASEM 2440 Traumatic Encounters through the Lenses of Philosophy and Literature (4 Credits)**

The course explores the intersection of philosophy and literature in relationship to trauma, art, politics and the modern ecological crisis. The course is divided into three parts, each exploring a way that philosophy and literature address the challenges and dilemmas of our contemporary situation, from questions about human sovereignty, freedom and dignity to questions concerning technology, the natural world and global economic justice. In part one, "Sovereignty and Bare Life," questions related to state power, love, intergenerational conflict and displacement are explored through considering Shakespeare's *King Lear* and Giorgio Agamben's *Homo Sacer*. Part two, "Remembering the Future: Trauma and Time's Reminders," considers how F. W. J. Schelling's *Ages of the World* and Toni Morrison's *Beloved* respond to personal and historical traumas, and how these works redefine time, memory and belonging. Part three, "The Ends of the World: Poetry and Philosophy in a Time of Crisis," confronts the unfolding ecological crisis through an exploration of W. S. Merwin's poetry and the late, poetically inspired philosophy of Martin Heidegger. The course is multiperspectival in terms of disciplinary and thematic content and in terms of methodology. Readings highlight how concepts, methods and interpretive strategies of philosophy, can augment analysis of literary works, while literature can not only enliven philosophical argument but approach the limits of what can be communicated philosophically.

**ASEM 2441 Changing Meaning of Adulthood (4 Credits)**

When does a person reach adulthood? Age 18? Age 40? Never? What is adulthood, and how do we measure it? Is it when one's frontal lobe matures, when one starts a family of their own, or simply when one feels "mature"? This class surveys various, competing perspectives on what adulthood means and questions whether adulthood has changed. It approaches adulthood from several disciplinary perspectives, mainly neuroscience, psychology, sociology. Students also engage with the media's angst about Millennials' "failure to adult" by writing Op-eds that draw on academic research. Prerequisites: Completion of all of Common Curriculum Requirements.

**ASEM 2442 Mental Health from a Public Health Perspective (4 Credits)**

This course examines mental health as a public health issue. It addresses a wide range of topics relevant to public mental health care, from the micro-level focus of the psychiatric domain to the macro-level focus of the sociological domain. Particular attention is focused on the structure and function of the mental health care system, the measurement and burden of mental disorder, the social determinants of mental illness, and cross-cultural perspectives on mental health. Also emphasized are the roles that mental health and illness play in un/intentional injury, in the experience of and recovery from disaster, and in the American criminal justice system.

**ASEM 2443 "All the world's a stage": Shakespeare Then and Now (4 Credits)**

"All the world's a stage": Shakespeare Then and Now is an ASEM team-taught by faculty from the Departments of English and Literary Arts and Theatre. It emphasizes close reading, writing and interpretation as well as acting techniques and dramatic performance of selected scenes. The four plays and two contemporary novels based on the plays are chosen to underscore the range and diversity Shakespeare displayed in his choice of plot, setting and character and to demonstrate Shakespeare's continuing relevance to political, racial, religious and gender issues. Prerequisites: Completion of all other Common Curriculum Requirements.

**ASEM 2444 Colonialism/Race/Decolonization (4 Credits)**

This class examines how colonialism and race function as different but interlocking systems that cannot be understood separately. The course examines how the two continue to have an effect on the world and continue to be important to understand global inequalities. The writings of anti-colonial and anti-racist indigenous, black, feminist, and third world intellectuals, along with texts from European figures such as Hobbes, will be used to explore colonialization and racism. Prerequisites: Completion of all other Common Curriculum Requirements.

**ASEM 2445 Freestyle: Technology, Culture, and Improvisation (4 Credits)**

This course introduces the recent history of musical and cultural forms devoted to improvisation, including jazz, free music, psychedelic and progressive rock, and jam bands, culminating with a focus on the practice of freestyling within hip-hop. It explores the importance of civil rights and human rights discourses to these musical and cultural forms, as well as the critical role these forms have played in civil and human rights movements. The course emphasizes how diverse subcultures of artists, producers, concert organizers, and audience/listeners form around these types of musical expression. It examines improvisation as a response to emerging technological forms (new musical instruments, recording technologies, concert presentation, accessibility and distribution, particularly those enabled by networking technologies) by which musicians and listeners embody new personal as well as collective identities.

**ASEM 2446 Ethics of Creating the Impossible in Modernity and Postmodernity (4 Credits)**

In modernity and post-modernity, good intentions have not always led to good results, and even "good" results come with costs. Creating the Impossible turns to ethical studies to analyze the most amazing technological successes—and the social, ecological, and economic costs associated with scientifically and technologically engineering the impossible. Using a case study model covering topics including ecology, biomedical research, enslavement, gender reassignment, urban planning/policing, the technological singularity, internet privacy, contemporary eugenics, and cutting-edge military research and development, this course addresses a central question: "Sure, we can make that happen, but should we?"

**ASEM 2447 Arab Feminisms in Everyday Life (4 Credits)**

This course is designed to introduce students to Arab feminism. We use Arab feminism to analyze and reflect on everyday life experiences of Arabs around the world and how they relate to larger political and social structures. Feminism is represented as incompatible with Arab societies. The goal for this class is to engage with texts that privilege Arab feminist perspectives to analyze issues of social and political importance. Further, we focus on texts that resist historical and contemporary Orientalist discourses that directly link Islam to the Middle East and Arab identity. The main objective of this course is to offer an overview of the study of feminism through a non-white and underrepresented positionality taking into account religion, race, class, gender and citizenship. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2448 Letters to the History of Photography (4 Credits)**

Through presentations, readings and writing assignments, this course advances the multidisciplinary impact of photography and how photography is directly or obliquely linked to all fields of experience and knowledge. The course objectives embrace interdisciplinary learning and promote the premise that absolutely everything is connected. Employing an epistolary approach (writing letters) students respond to weekly assignments by corresponding with a diversity of practitioners and scholars related to the cultural, historical, and scientific evolution of photography. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2449 American Material Culture: Honors (4 Credits)**

The aim of the class is to engender a richer understanding of everyday life in the United States, both in the past and the present. Material culture around which the course centers is broadly defined and includes settlement structure, architecture, domestic artifacts, art, foodways, and trash disposal. These phenomena are investigated telescopically, as a way to view national structures and trends and, microscopically, to focus on individual actions and lives. Enrollment restricted to students in the Honors Program.

**ASEM 2450 Settler Colonialism: Pasts/Presents/Futures (4 Credits)**

Informed by work in critical indigenous studies, this course examines settler colonialism as a particular form of colonialism which is not a phenomena of the past but one that is central to the organization of contemporary society. Starting with the theft of indigenous lands, settlers unleashed processes that have had far-reaching impact across several domains. These range from altering the sexual organization of the family and the economic organization of society to the use of technologies and processes developed against indigenous people to oppress non-indigenous racial and other minorities. This class explores all these phenomena starting with the profound life-altering impact that settler-colonialism has for indigenous people and then branches out to explore the place of settlers, non-indigenous people of color, and other minorities in the settler-colonial matrix. Furthermore, the class explores settler colonialism as a transnational phenomenon by looking at other settler-colonial sites such as Palestine/Israel, Australia, and New Zealand, among others. The course ends by considering decolonization as a politics that is committed to indigenous liberation and as an ethic that is both incommensurable with other political projects but can also profoundly transform them. Writing intensive. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2452 Media and Terrorism (4 Credits)**

A recent Pew national survey showed that almost 3/4 of Americans rank terrorism as a major threat that should be addressed despite terrorism accounting for 0.03% of deaths worldwide in 2021. The media play a role in that disconnect. We live in a world where no single entity can exercise a monopoly over communication channels. Hence, partisan media, ideologically-driven news outlets, social networking sites, and encrypted messaging apps serve as venues harboring polarizing, contested rhetoric that catalyzes fear. Media & Terrorism is a seminar that investigates the media-terrorism nexus. The readings, online discussions, and writing projects aim to empower students to grasp how the media cover terrorism, violent actors co-opt the media, and various players craft anti-extremism messaging campaigns.

**ASEM 2453 London and Media: Then and Now (4 Credits)**

This seminar explores London's "popular" and "high culture" media in the 19th and 20th centuries. Taking advantage of both the University of Denver's online databases and London library holding, students explore a number of the major 19th century London-based British newspapers and journals that proliferated after the abolition of the Stamp Tax in 1855. Students explore significant differences between popular and high culture in 19th century newspapers and journals that target different audiences. Simultaneously, students read articles from contemporary London newspapers. They have a constant commentary on contemporary issues to counterpoint the 19th century readings. From these parallel readings, students discover not only similarities and differences in key issues but also learn how rhetoric, style, diction and voice differ between 19th- and 20th-century journalism. Class discussions and writing assignments focus on comparisons between 19th- and 20th-century topics, intended readership, style and rhetoric.

**ASEM 2454 Psychology of Religious and Spiritual Practices (4 Credits)**

This writing-intensive course focuses on understanding religious and spiritual practices integrating multiple sources of information. Examples include meditation, prayer, group worship, psychedelics, and gratitude. Students find and analyze scholarly and non-scholarly information and integrate multiple disciplines and perspectives in understanding these practices. Students communicate and extend their understandings through discussion, writing, and presentation. The goal is for students to gain a deeper understanding of these practices, learn multiple approaches to studying human activities, and improve their writing skills. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2455 Music, Virtuosity, and Value (4 Credits)**

This course explores the concept and phenomenon of musical virtuosity across multiple historical and historical contexts. We consider the meanings of musical skill and how debates about virtuosity's merits or dangers reflect aesthetic and ethical values. There are no prior knowledge prerequisites; necessary background information will be presented in the course. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2456 Remembering Medieval Iberia, from 711 to 2020 (4 Credits)**

Medieval Iberia was home to Muslims, Christians, and Jews who lived together and interacted in complex ways that were both conflictive and cooperative. This course explores the complexities and contradictions of medieval Iberia by paying particular attention to the divergent ways that the period itself has been understood and instrumentalized in post-medieval times. The course uses a range of disciplinary perspectives, informed by religious studies, literary and cultural studies, history, political science, anthropology, and linguistics, to address some key questions. How has the 'coexistence' of Islam, Christianity, and Judaism in Iberia been interpreted in modern times? How do the categories of politics, nationalism, race, language, or faith shape opposing readings of the past? What can medieval Iberia teach us today about the world we live in? Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2457 Bioethics in Today's World (4 Credits)**

Bioethics is a field fueled by the need for information, analysis and consultation among policy makers, health-care professionals and institutions. Ethical issues related to scientific research and health care have recently gained much attention, generating significant demand for students and citizens to understand their moral, legal and risk/benefit aspects. This course operates on a cooperative learning basis, using a debate model to inform and involve students in controversies in bioethics. Course readings represent the arguments of leading philosophers and social commentators, treating such topics as death and dying; choices in reproduction; children and bioethics; and genetics. Additionally, the course examines some basic ethics tests: harm/beneficence, publicity, reversibility, code of ethics, and feasibility. Completion of all other Common Curriculum requirements is required before registering for this class.

**ASEM 2458 Satire in the Arts & Media (4 Credits)**

This class explores how satire, in its myriad manifestations, juggles immediacy and universality in the cultures and time periods in which it is born. The course's interdisciplinary nature makes it unique, and its celebration of satire as a discipline that traverses a multitude of forms gives the course an exciting, dynamic quality.



**ASEM 2459 Anti-Social Media (4 Credits)**

This course addresses the negative effects of our connective technologies. Examining the media landscape of 100 years ago through the lenses of literary analysis, media theory, and history, it presents the 20th-century origins of our concerns with the media "bubble," with the threat that new media pose to democracy, and with loneliness. By grounding the question of media in history and in the disciplined analysis of literary form, this course seeks to generate more effective modes of thinking about the mediated life. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2460 Latina/o Religious Traditions (4 Credits)**

This course is organized around the broad question: Is there enough commonality in the texts (including cultural texts) we have studied to organize and name a singular field of social relations we can rightly call "Lainta/o Religion?" This course engages and excites students by enabling them to study religious traditions in an academic place removed from direct faith commitments. Toward this end, we will view art, hear music, watch films and talk to religious leaders.

**ASEM 2461 Fairy Tale Morality (4 Credits)**

Stories and books for children carry implicit and explicit messages about stereotypes, beliefs and expectations in our culture, and make assumptions about the cognitive, social and emotional maturity of the child. This course explores a range of children's books, examining the cultural messages they send and the assumptions they make about children's development. Selected books will be those written for different ages and cultures, as well as from different historical periods, to highlight how children's literature mirrors and propagates cultural norms. We examine selected works using literary, psychological, sociological and educational perspectives.

**ASEM 2462 Psychedelia in the Age of Artificial Intelligence (4 Credits)**

This course introduces the history and current status of psychedelic music. In pop, rock, electronic dance music and techno, hip-hop, and other forms, psychedelia is examined as a symptom of and response to emerging cultural, technological, and scientific ways of knowing and being in the world. Particular attention is given to the intersection of contemporary psychedelic research and recent developments in cognitive and computer science, including machine learning and artificial intelligence. Prerequisites: Completion of all other common curriculum requirements.

**ASEM 2463 Identity and Politics: Multidisciplinary Approaches (4 Credits)**

What is identity? Are some types of identity (e.g., religion or "race") more likely to influence political outcomes than other types of identity (e.g., profession or class)? If so, why? This course introduces three different approaches to the study of identity and politics, including political science, evolutionary psychology (and biology), and comparative historical sociology. We analyze what is useful and problematic about each approach, and use these periods of reflection to hone critical reading, writing, and discussion skills. students walk away from the course with significantly greater insights into the processes by which individuals and societies construct identities, including our conscious social behavior, unconscious cognitive tendencies, and struggles over political institutions and social norms. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2465 Environmental Controversies (4 Credits)**

This course concentrates on how various political actors and institutions have constructed the relationship between humans and the natural environment. Through important rhetorical texts and controversies in American history, this class critically engages diverse voices and styles of discourse, including those of elected officials, bureaucrats, lobbyists, grassroots activists and citizens more generally.

**ASEM 2466 When Love Becomes Weapon: Charm in International Relations (4 Credits)**

Scholars of international relations have long believed that it is better to be feared than to be loved. However, as America prevailed over the Soviet Union in the Cold War, a new theory emerged: America won simply because it was perceived to be more attractive than the Soviet Union. America won because of its values, not its guns. How might we assess this argument? What goes into the making of American power: missiles or Rock'n'Roll? To what extent has China, among other competitors, challenged American soft power? Where should one draw the line between soft power and propaganda? What is the future of soft power, as countries' pursuits of their national interest often collide with transnational common issues like protecting the environment? This course explores these questions through multiple perspectives drawn not only from political science and history but also from sociology, philosophy, cultural studies/popular culture, and so on. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2467 Queer Memoirs (4 Credits)**

The memoir, or the fictionalized autobiography, holds an important place in LGBTQ culture. In some ways it is the most complex and lasting form of coming out, a permanent announcement of the author's queer identity to a potentially vast audience in a way that allows for intricate explorations of the body, gender, sex, and the self. The course traces the importance and predominance of this queer art form over the past half century, starting with very recent work, such as Akwaeke Emezi's *Freshwater* and Ocean Vuong's *On Earth We're Briefly Gorgeous*, and work its way back to earlier work dealing with moments in which homosexuality was still criminalized in Great Britain and the United States, such as James Baldwin's *Giovanni's Room* and Quentin Crisp's *Naked Civil Servant*. Objects of study will include literary works as well as other art forms, such as the Magnetic Field's *50 Song Memoir*, Alison Bechdel's *Fun Home*, and Mike Nichols's adaptation of Tony Kushner's *Angels in America*. Such a topic and a trajectory will necessitate an interdisciplinary approach. In examining literary texts, music, film, and other forms of visual arts, the course will approach them with methods drawn from art history, history, legal studies, literature, media studies, music, philosophy, and sociology. Students produce different sorts of writing, including advanced scholarly and creative work. Completion of all Common Curriculum requirements is required prior to registering for this class.



**ASEM 2468 In Search of Eudaimonia: The Art and Science of Student Wellbeing (4 Credits)**

Inspired, in part, by Yale University's most popular course, "The Science of Wellbeing," this Advanced Seminar explores current research on health and wellbeing and engages broader questions of how higher education contributes (or doesn't) to student wellness. The course draws on scholarship from disciplines including health, psychology, philosophy, sociology, and others to explore various wellness approaches. This writing-intensive course includes research-driven projects culminating in proposals to improve student wellbeing. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2469 Imagining the Amazon (4 Credits)**

Representations of Amazonia often invoke images of either an earthly paradise or a green inferno. This course begins by challenging students to critically (re)frame their images of the Amazon by underscoring the unequal power dynamics that have come into play whenever outsiders have represented the landscapes and the peoples of Amazonia over the past 500 years. Using a variety of theoretical paradigms, students in this course study representations of Amazonia created both by indigenous writers and activists, as well as several widely disseminated (and critically heralded) novels, films, and journalistic essays created by 'outsider' authors and auteurs from Latin America, the U.S., and Europe.

**ASEM 2470 Words, Music and Social Change (4 Credits)**

Words, Music and Social Change" examines how critical conflicts in several countries and historical time periods can be understood by studying music and musical performances in those places and time. The course focuses on song performances and videos in relation to societal changes. Among conflicts explored are the American civil rights movement, immigrant issues, the crisis of AIDS, the South African revolt against British diaspora, Russian youth embrace of the Beatles, and the role of singing in Estonian to independence from Russia. In addition to the music itself, primary and secondary source readings articulate the power of songs to elicit societal change. Prerequisites: completion of all other common curriculum requirements.

**ASEM 2472 Islamic Art and Mysticism (4 Credits)**

This course introduces Islamic art and architecture, focusing on appreciating and understanding formal qualities of works of art, their meaning, and their cultural significance in larger contexts. The course discusses the intimate connections between art, literature, and historical events, with readings that include texts in art history, Middle Eastern history, the rise of Islam, and translated literature. The course includes units in Painting and Literature, Early Islamic Literature and Material Culture, and Islamic Mysticism and the Arts. Like all ASEM courses, Islamic Art and Mysticism is writing intensive. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2473 Climate Science and Policy (4 Credits)**

Climate Science and Policy (CSP) addresses the scientific principles and data that show the climate is changing and that humans are causing a significant portion of that change. CSP also addresses the nature of the current American discourse on climate change and climate policy. CSP finally provides students with the opportunity to suggest ways out of our present policy paralysis, with prescriptions that address the current scientific findings and principles, economic realities and American policy practices.

**ASEM 2474 Media & Democratization: A Comparative Perspective (4 Credits)**

This class treats the media as a crucial linkage institution between state and society. It examines the interactions between the media (as a socially constructed functional group) and their larger political, social and economic environments. It also explores the relations that govern these interactions.

**ASEM 2475 U.S. Immigrant Narratives (4 Credits)**

U.S. migrant narratives tell a story about nation-building, citizenship, and globalization. This course explores the diverse ethno-racial experiences of migration in the 20th and 21st century through literature and film. Course readings provide a nuanced lens for considering the broader policies and discourses on nativism, immigration law, media representations, and border fortification. What do these stories tell us about the past, present, and future of migration/immigration? How are these narratives encoded with popular and political practices and discourses? How do these stories disrupt, challenge, or consolidate these discourses? Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2476 Capital Punishment (4 Credits)**

This course draws on research from multiple academic disciplines to examine the following: (1) the history of capital punishment in America (temporal trends, public opinion, landmark Supreme Court cases and the impact on parties); (2) the case against capital punishment (race, class, gender, cost, juror qualification, juror error and innocence); and (3) the case for capital punishment (deterrence, incapacitation, quelling vigilantism and retribution). Most students have an opinion on capital punishment despite limited knowledge. Regardless of whether a student is in favor of capital punishment or opposed, the course is exciting and challenging because the student is forced to question and perhaps even reconsider her/his opinion in light of the evidence.

**ASEM 2479 Environmental Culture in East Asia (4 Credits)**

This course explores current environmental and ecological challenges in major East Asian countries such as Korea, Japan, China and Taiwan through the lens of ancient and contemporary cultural and philosophical traditions. The course examines 1) primary traditional Asian philosophic and religious concepts about Nature, such as Confucianism, Taoism, and Buddhism, as well as traditional literatures and arts that reflect those concepts; 2) contemporary eco-literature and eco-cinema that function as responses to, and critical reflections of, the urgent environmental crises in those countries; 3) cultural practices that are officially, communally, or privately implemented for eco-preservation and environmental-protection. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2481 Witchcraft & Renaissance Drama (4 Credits)**

Witchcraft and Renaissance Drama traces how the rise of the witchcraft panic in England is reflected in and fueled by several venues of cultural production in England from 1558-1621. The course takes an historical journey through the laws against witchcraft, the witch trial transcripts, the emerging gender pamphlet wars and the popular drama as all manifestations of how the metaphor of witchcraft served to address several cultural fears of the transition between Early Tudor, Late Elizabethan and Early Jacobean to explore how the drama both responded to and shaped the development of the Witch craze.

**ASEM 2482 Africa (4 Credits)**

In this course, we study the literature, politics and culture of Africa from pre-colonial times to the present. We begin by examining Africa as the locus of the world's oldest civilization and by discussing some key moments in African history. We then focus on the four regions of Africa, on country- or region-based examples of culture and politics in Africa—such as colonial rule in East Africa, war of independence in North Africa, military rule in West Africa, Apartheid in Southern Africa. We also discuss Africa and the world, or Africa in the context of modern-day globalization. In each case, we discuss historical accounts and literary representations as well as political and cultural contexts.

**ASEM 2483 Beyond Play: Board Games as Social Texts (4 Credits)**

Since the early 2000s, board and tabletop games have experienced a renaissance of sorts in sales and popularity. These games and the contexts in which they exist and are played provide interesting foci for cultural study and production. This ASEM focuses on possibilities and implications within the realm of physical games. It complicates traditional understandings of understand gaming or “play” in the sense of diversion, a framework in which games are viewed mostly as sold through major markets as tools for fun. This course values that form of cultural meaning but pushes class members to study and make games that serve different purposes. The course examines cultural and psychological studies of games and players, histories of gaming, statistical modeling, rhetoric and other topics and disciplinary lenses. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2484 Culture of Desire (4 Credits)**

How does desire shape the identity of a culture or society, how is it expressed, and how is it limited? This course examines four different postulated societies to see how they shape their gendered desire. Using queer theory and its impact on interpreting the body and its limitations and freedom, the course examines questions raised by these future imaginings, testing them in applications to contemporary society and our understanding of ourselves. This course brings together literature, sociology, anthropology, linguistics in queer journey through reality and the imagination. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2485 Sustainable Living (4 Credits)**

In light of today's global environmental exigencies, and in keeping with the university's new sustainability priorities, this course challenges students to work out the sustainable provisioning of shelter, power, water and food at the residential level. In this course, students examine the ways in which our current practices are unsustainable, explore more sustainable alternatives (some very old, some very new), and explore the politics and policies that hinder or help the movement toward these more sustainable alternatives. Material is presented in the form of readings, some field trips and campus walks, and some hands-on learning in workshops.

**ASEM 2486 Chaucer's London (4 Credits)**

This course is a study of the medieval London - the people, customs and social order—by looking through the lens of the great satirist of the fourteenth century, Geoffrey Chaucer. We read a few of the Canterbury Tales and some medieval documents that give a fuller picture of medieval London. Our focus is on seeing the medieval origins of the modern city, and comparing the medieval cosmopolitan city with the cosmopolitan city of the early twenty-first century. In addition to reading original documents and secondary research on medieval London, we take virtual trips to Canterbury, the medieval university towns of Oxford and Cambridge, the medieval cites of York and Norwich, the Museum of London, and learn about the historical significance of the Tower, Westminster Abbey, Guildhall, Inns of Court, and St. Bartholomew-the-Great.

**ASEM 2487 Environmental Issues in Italy (4 Credits)**

This course explores the geography of Italy from the cities to the coasts with a specific focus on environmental issues. From the more highly urbanized and industrial north to the more rural and agrarian south, Italy's regions display fascinating contrasts in physical geography, population, culture, politics, and economic/social development. Within each of the regional contexts, a focus on the cities reveals insights into the nature of the Italian urban landscape, while discussion of environmental issues in both urban and rural settings highlights the importance of sustainable development in Italy.

**ASEM 2488 Exploring Contemporary Art "in situ" (4 Credits)**

Exploring Contemporary Art "in situ" is an exploration of contemporary artworks situated in galleries, museums, and public sites in greater Denver. Students will closely observe artworks by various living artists and read them as primary texts to which they will respond with their own writings in contemporary social media. The course will meet on location at least once each week to be in the presence of the source art works.

**ASEM 2490 Politics of Rights (4 Credits)**

This course explores the relationship between politics and rights from a comparative perspective.

**ASEM 2491 Art and the Environment (4 Credits)**

This course takes an historic approach to a discussion of art and the environment. While certainly we could go back to the integration of art and its environs in the Prehistoric period, this class focuses on the contemporary art world.

**ASEM 2492 Animals and Human Societies (4 Credits)**

This course considers human-animal relationships from a variety of disciplinary perspectives. Focusing on Western Europe and America, we explore the many ways in which people interact with non-human species—killing them for pleasure, eating them, observing them and caring for them—and the effects of these interactions on both animals and people. Thinking about animals sheds light on crucial issues in today's society, with implications for everything from environmental change to the impact of consumer culture to the ethics of euthanasia.

**ASEM 2493 Caring in a Capitalist Economy (4 Credits)**

How does a good society address the needs of members of that society who cannot fully take care of themselves? Does caring have a place in our capitalist economy? Do we organize the provision of care in a just way? How do we balance our caregiving responsibilities in our daily lives? Through course lecture, discussion and community caregiving, we explore these challenging questions using insight from economists, philosophers, sociologists and others to help us better understand how we provide care within our capitalist economy.

**ASEM 2494 Global Ecology of America (4 Credits)**

Ecology is the science of interconnections, and "The Global Ecology of America" encourages students to think anew about the ways the United States interconnects with the rest of the world. As the word "ecology" suggests, our primary focus is on environmental interconnection. This class is concerned with both communities and environments. It seeks to make students more aware of the essential links between the two, and it also seeks to shed light on the often unseen or ignored ways our lives, as Americans, shape—and are in turn shaped by—the lives of other people in other places all around the planet.

**ASEM 2499 Mountains: Ecology, Imagination, Aesthetics, and Challenges (4 Credits)**

Why are people drawn to mountains? What geological and biological features account for our interest, and how might the psychology and philosophy of aesthetics explain why mountains have multiple uses and effects, recreational to religious? How have writers, artists, filmmakers, climbers, skiers, and hikers historically represented mountain experiences? And what are the economic and ecological consequences of all this attention? Can we "ruin" mountains? This writing-intensive course addresses these complex questions through multiple perspectives drawn from the several disciplines noted above. Equally complementing scholarly readings are several popular personal and creative works: films, stories, adventure memoirs, diaries, and so on. Course may include, when circumstances permit, field experiences in the Colorado Rockies and archival work at the American Alpine Club Library in Golden. This ASEM course is open and accessible to advanced undergraduates from all majors, regardless of experience and academic background. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2501 The Addictive Self (4 Credits)**

This course examines the interconnections between addiction and the formation of the sense of self or "self-identity." Students construct a working theory of addiction in relationship to selfhood, considering narratives of addiction, and explore the stories not only of alcoholism and drug addiction, but also of food and "process" addictions. The course explores the texts and issues involved from a variety of disciplinary perspectives, including especially those of psychology, sociology, psychoanalysis, literary criticism cultural theory and philosophy.

**ASEM 2502 Fictitious Ecologies: Envisioning Provisioning Through Science Fiction (4 Credits)**

This course uses science fiction to examine some of humankind's social and ecological ills through multiple perspectives and disciplines. These include environmental science, ecology, ecocriticism, and science fiction, especially its history, genres, and topics, for example, climate fiction (cli-fi), Afrofuturism, cyberpunk, indigenous epistemologies, ecodystopias, and post-apocalypses. The course also includes different paradigms of economic analysis, including ecological, feminist, and institutional. A goal of the course is to envision future provisioning possibilities that are in line with Earth System stabilization and reducing social disharmony. As an ASEM, the course is writing intensive. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2503 AIDS: Then and Now (4 Credits)**

HIV/AIDS is for the most part forgotten in the developed world; it has morphed into a manageable chronic disease. But it has not disappeared, and it has had an enormous impact on our lives and identities. This course will examine the ongoing cultural legacy of HIV/AIDS, concentrating on activist movements in the United States, followed by an examination of HIV/AIDS in sub-Saharan Africa today. This course brings together biology, literature, sociology, and linguistics in a queer journey through the impact of HIV/AIDS. As an Advanced Seminar, this course is writing-intensive, and you will be working on your written expression during the quarter. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2504 Land and Law in Africa: The Politics of Land Acquisition and Distribution (4 Credits)**

In settler colonies in Southern and East Africa, millions of African people were displaced from the land on which they had lived for centuries to make way for European settlement and agriculture. In the postcolonial era, these countries have attempted to redress these legacies by legally redistributing land from the descendants of white farmers to Black farmers and shareholders, with controversial results. Focusing on Kenya, Zimbabwe, and South Africa, this class considers the histories of precolonial systems of land tenure and the colonial legal mechanisms enforced in the often-forced acquisition of land, and how contested meanings over land to different communities are articulated in the postcolonial world in considering who the land belongs to today. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2505 Early Social Experiences and Health Throughout the Lifespan (4 Credits)**

This writing-intensive course focuses on how social experiences during infancy, childhood, and adolescence influence mental and physical health throughout the lifespan. It covers social experiences broadly, including close relationships, neighborhood-level factors, policy, built environments, and social stress, among others. It discusses the positive and negative experiences that can shape development directly and indirectly, and students innovate ways to enhance the public good through applying research. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2506 Creativity (4 Credits)**

The course inspires students to be creative in all facets of life and provides extensive practice, with feedback, in being creative through daily class activities, outside-of-class writing assignments, and class presentations. Students learn the classic techniques for getting novel ideas as well as how to navigate the obstacles that so often restrict creative expression. Students learn how to be creative in a wide variety of different genres so as to fashion their own personal styles.

**ASEM 2507 Earth Sound - Earth Listening (4 Credits)**

This course is an environmental humanities seminar that takes an art/science approach to the study of ecoacoustics: the relationship between human beings and their environment through sound. The seminar approaches ecoacoustics through sound studies and ecological sciences. It emphasizes transdisciplinary problem-solving and developing proficiencies in critical dialogue. The course introduces ecoacoustic literacy as an exemplary art/science toolkit for understanding noise pollution and acoustic ecology extinction as emerging environmental crises, and it develops the case for preserving personal, societal and biospheric spaces. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2508 The Cinematic Essay (4 Credits)**

As an Advanced Seminar, The Cinematic Essay is a creative and critical praxis course which focuses on formal and thematic analysis of documentary films from a wide range of international directors for the purpose of developing new methods of visual written work. Directors include filmmakers like Dziga Vertov, Angélique Varada, Farrokh Farakzad, Chris Marker, Abbas Kiarostami, John Akomfrah, Ari Folman, and Chantal Akerman. Students watch films, read theory related to both cinematic technique and lyric essay, write both critical and creative short assignments, with the goal toward transferring cinematic documentary techniques and cinematic theoretical approach into creative, nonfiction essays, developed in a workshop environment. The course also promotes cultural knowledge, investigates hidden biases, and explores culture privilege. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2509 Communication and Production of Cultures (4 Credits)**

Profound changes in the last two decades on the global, national and local scales have brought about a collapse in people's traditional sources of self-definition, notably those ethnic, racial, geographic, sexual and national bases of group belonging and identity. Given such undermining of the old certainties, answers to the question "Who am I?" have become more tenuous, if not totally "up for grabs." Fragmentation of identities, ethnic conflict, social alienation and a loss of a sense of grounding are only some of the noted hallmarks of the present time. This course is designed to address the implications of this shift in signification—from identity to difference—for the dynamics of identity formation and the search for alternative bases for consensus-formation in the new millennium.

**ASEM 2510 India: Caste/race/religion (4 Credits)**

India: Caste/race/religion explores the idea that caste is the foundational structure of Indian society and that all the modern problems that plague India—casteism and untouchability, the genocidal treatment of Dalits and Muslims, the degradation of women and queer people, communalism, and the systematic disenfranchisement of a majority of Indian society, to name a few—have their foundations in caste. We will also pay special attention to how progressive movements founded on anticaste values have challenged social exclusion by drawing upon indigenous and other liberatory philosophical traditions.

**ASEM 2511 Race, Class and Gender (4 Credits)**

Issues of race, class and gender are of salient importance as the population demographics of the United States have shifted dramatically over the last decade. The experience of working and living in isolation from people different from oneself will be increasingly rare in the years ahead. In this course, using a multidisciplinary anthology of essays as the primary text, the focus is on the psychological experience of intercultural discourse that stems from the intersection of race, class and gender in the United States at the beginning of the 21st century.

**ASEM 2512 Humor Theory and Application (4 Credits)**

Students in this course study psychology of humor and practice skills in comedic performance. Students learn the psychological theories of humor and apply these theories to the work of a variety of comedians and humorists and to satires or parodies, such as mockumentaries. Additionally, students analyze humor from a cross cultural perspective and learn about humor and laughter research in experimental psychology. As the ability to understand and use humor appropriately is a key component of interpersonal and occupational success, this course additionally helps students recognize and develop their own humor styles.

**ASEM 2513 Constructing Freedom and Bondage (4 Credits)**

Historically, claims about what it means to be free – or even human – have been made through discourses about enslavement and imprisonment; some have used bondage as a trope to explore philosophical or artistic projects, while others have used it to interrogate the assumptions of various political and economic paradigms. Others, still, have used these tropes as a means of advocating for social change, notably through slavery and prison abolition movements. This course examines how writers such as Hegel, Frederick Douglass, Angela Davis, and Dylan Rodríguez define the relationship between freedom and bondage, and it examines the stakes of those definitions for an American ethos deeply invested in the concept of freedom. The course uses frameworks of critical discourse analysis to consider peer-reviewed scholarship, political speeches, reality TV, music videos, and documentary films. The course also explores conceptions of civic identity in the United States. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2516 Do the Wicked Prosper? (4 Credits)**

This course revolves around a question, which is famously quoted from the Bible, "Why do the wicked prosper?" The quotation presupposes that the wicked do prosper, but many strands of human thought challenge the supposition. This course examines the students' reactions to this question and leads them to approach the question and their reactions to it from a variety of academic perspectives.

**ASEM 2517 Prostitutes of the Pen and Novel: 18th Century Women Novelists (4 Credits)**

In *Seductive Forms* (1986), leading feminist scholar Ros Ballaster famously coined the phrase “prostitutes of the pen” to describe the common perception regarding the first English professional female authors of the late seventeenth and early eighteenth centuries. It encapsulates the cultural conditions with which women had to contend and their extremely limited options for earning a living. We will trace the social, economic, and historical issues with which English society, particularly the women of the eighteenth century, faced. The eighteenth century witnessed the rise of capitalism, trade, the merchant class, and with these various developments also saw “the separation of spheres”—the domestic from the public. This separation of the domestic from the public constructed a division between men and women, whereby men ruled the public world: economy, politics, and education, and women were relegated to the home and excluded from the public sphere. One of the major effects of this division was the lack of professional opportunities for women. Other than acting as domestic servants, there was little chance for financial independence. Therefore, these “prostitutes of the pen” were true pioneers, women who created a profession for themselves and a way to survive. Beginning with these early British novelists, this course intends to investigate the history and work of English women writers in the eighteenth century, extending to the end of the century. Additionally, this course seeks to explore women’s history in the eighteenth century—their educational and professional opportunities and the ways in which patriarchy, property, and English law affected women and informed their fictional works. Moreover, this course will assess how novels afforded these women authors a voice of protest as well as at times becoming a voice of consent within popular culture.

**ASEM 2518 Exploring Italy (4 Credits)**

This class combines a seminar meeting throughout fall quarter with two weeks travel to Italy following exams. Students focus on the art and literature of Rome, Florence and Venice in preparation for their travels. Students concurrently enroll in *Excavating Italy* (ARTH 2613 or ENGL 2613) as a co-requisite.

**ASEM 2519 Music of Southeast Asia (4 Credits)**

This course examines traditional, popular, and diasporic musical genres in Southeast Asia, using that lens to explore more broadly how music and culture interact on a critical global scale, drawing on histories of colonialism and power. From Javanese court gamelan, to Thai Luk Thung, and from karaoke among immigrant Vietnamese communities in the United States, to Malaysian shadow puppet theater, the course explores the varied and diverse region that is Southeast Asia. It examines both classical and popular musical traditions, approaching music not from a music theory perspective, but rather from an ethnomusicological standpoint – drawing on cultural studies, history, sound studies, critical theory, anthropology, sociology, and religious studies. Content includes music and performances, academic articles, first-hand accounts, and documentary films, focused on topics in music, dance, genocide, and social and political movements. Students will develop writing, listening, thinking, and oral skills. No formal music training or previous musical experience is required for this course. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2520 Contemporary Theory and Art (4 Credits)**

This course examines continually changing theoretical perspectives that have influenced culture, using artworks and artists to understanding those theories and their influences on creation and interpretation. A larger concern is how these perspectives affect contemporary world views and how we have arrived in the current cultural climate; to those ends, the course offers a broad overview from Enlightenment thought through Postmodernism. While these theories circulate among various discourses in philosophy, physics, sociology, psychology and politics, the main focus and example is how art and culture have moved through this epoch. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2521 Youth in Italian Fiction (4 Credits)**

This class explores broad questions about the representation of youth and adolescence, using the lens of fictional representations of youth in Italian literature and cinema of the 20th and 21st century, especially contemporary Italy. In addition to studying novels and films, the course will feature historical and sociological sources (including from youth studies), and will provide tools for a methodological approach to storytelling. Prerequisite: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2522 Social Change and Interview-Based Theatre (4 Credits)**

This course is an exploration of the theory, techniques and processes used to create interview-based theatre. This course will explore both the theoretical and practical side of this specific theatre form. Students will read, analyze and reflect on past examples of interview-based theatre in order to gain a stronger sense of the ethics, limitations, possibilities and aesthetics that impact this particular theatre practice. In addition to the theoretical, students will have the opportunity to craft an interview-based play as groups in class, based on an exploration of the theme of their choosing. In a small group, students will craft interview questions, facilitate interviews, transcribe interviews, craft a script and have a staged reading of the final text. Additionally, students will write short reflections and a final paper. The objective of this course is to provide students, regardless of previous experience, with a deeper understanding of how to tell stories using interview as data - through a practical and analytical lens. This course will give students a general and specific understanding of the creative process used to produce an interview-based play as well as give them an opportunity to critique and analyze the form.

**ASEM 2524 Paranormal Phenomena (4 Credits)**

Whether paranormal phenomena exist is an open and controversial question. “Believers” are convinced the evidence in support of paranormal phenomena is compelling, if not indisputable. “Skeptics” believe that extraordinary claims demand extraordinary evidence, and that the evidence for paranormal phenomena is nowhere near extraordinary, if it exists at all. This course examines the evidence for and against the reality of paranormal phenomena.



**ASEM 2525 Expressive Culture in Everyday Life (4 Credits)**

This class examines expressive culture as a site for analyzing the role of concepts like aesthetics, creativity and style in our daily lives. The seminar will explore the importance and meanings of expressive cultural forms, such as music, dance, theater, festival, narrative, in a variety of cultural contexts and which contribute to group solidarity and cohesion.

**ASEM 2526 Communication in Close Relationships (4 Credits)**

Communication in Close Relationships emphasizes the relationship between the self and others at a personal level. We examine research from a variety of disciplines, including communication, psychology, sociology, family studies and history, to increase our understanding of relationships from diverse perspectives. The three main perspectives we investigate show how relationships affect and are affected by their context, the individuals involved and the relational system. The goals of this course are for students to increase their understanding of relationships from diverse perspectives; evaluate critically the information about relationships that we encounter in our everyday lives; ask and investigate questions about real-life relationships; and communicate insights into communication and relationships in a variety of formats.

**ASEM 2527 Life's Aim (4 Credits)**

How do our everyday activities and our short-term goals, like graduating from college and finding a job, fit together with some of our less concrete and more long-term concerns like finding happiness and meaning in our lives? Is there some way to understand our daily activities as coherent with and supportive of these overarching goals? Using philosophical, literary, psychological and economic texts, this course consists of an examination of the conceptual dichotomy of means vs. ends and the role that it plays in our analysis of human activity.

**ASEM 2529 Analyzing the American Dream - Expressionist Film in 1950's Hollywood (4 Credits)**

This course focuses on the output of a few Hollywood directors (primarily Ida Lupino, Nicholas Ray and Douglas Sirk) who seem to reflect the dominant ideologies of post-war Hollywood. On the surface, their films celebrate middle-class success, a simple American can-do attitude and, most important for this class, characters who seem to reestablish pre-war expectations of femininity and masculinity. Rules of femininity, masculinity and sexuality are a constant focus for these directors, and each has his or her own approach to exploring the repercussions of strict gender assignment.

**ASEM 2530 Deportation Nation (4 Credits)**

The U.S. is engaged in the greatest mass deportation in its history. This course examines the evolution of deportation laws, their functions, and their effects. Controversies related to undocumented migration will be explored from multiple perspectives and through experiential learning activities. Students will develop evidence-based ideas for effective and humane reform.

**ASEM 2531 Culture of Desire (4 Credits)**

Sex—we talk about it all the time. Talk shows, online, in magazines, in plays and music, sex shows up everywhere. Why do we expend so much energy on something that, in most cultures, isn't really discussed much in public? And what is sex, exactly? How do we define it? How do we legitimize sex, and why have we decided to categorize people as heterosexual, homosexual, bisexual..? What structures have we developed to make us conform to those categories, and what discrepancies have we chosen to ignore? Why is it problematic to base arguments about relationships on historical evidence? In this course, students find out answers to these questions, answers that will lead to even more questions and problems.

**ASEM 2532 Death & Dying in Hindu Traditions (4 Credits)**

This course explores the meanings of death and dying in Hindu perspectives. The inevitability of death has led cultures throughout the world to speculate on what happens to the individual during, at the moment of, and after death. Until the modern period, religions have typically been the first or only place where people turned for answers to basic questions of existence: What happens at death? Will I and the people I love disappear forever? Or will we continue on after death in some way? Is this the only life we have? What is the relationship between the life we lead now and what happens at and after death? These kinds of universal questions have led to culturally specific and conditioned answers and speculations, some of which we will examine in this course.

**ASEM 2534 Trade Wars and Agreements (4 Credits)**

Trade between nations and its governance are as old as the history of interaction among human beings. But they have gone through major changes throughout the history since changing economic and geopolitical conditions have long challenged the international system of trade governance. This course investigates the evolution of international trade agreements as well as wars. It is about an inquiry of trade wars and agreements in the context of case studies (such as the 2018 US-China trade war) from a political economy perspective. Have the parties involved in trade been (un)fair to each other (e.g., China vs. the U.S.)? Are they (e.g., the U.S. and China) so interdependent that they must resolve trade conflicts? These questions remain valid even when countries reach a trade agreement. The course addresses those questions from the perspectives of various fields such as economics, political science, history, and cultural studies, and it illustrates the effects of trade wars on ordinary citizens. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2535 The Multiracial Individual (4 Credits)**

This course explores the historical racial tensions in the U.S. that have made it difficult to acknowledge the reality of multi-racial peoples in its midst, and traces the trends in culture and national consciousness that made it possible for a change to occur in the 2000 census. We survey the varying ways in which multiracial people have been regarded by the larger society in different social contexts, as well as the ways in which the sociological, psychological and political dynamics of multiracial identity have changed over time and have impacted the experience of multiracial people themselves.



**ASEM 2537 Politics and Art (4 Credits)**

From the political monuments of the Roman Empire to the installation of Kehinde Wiley's *Rumor of War* in Richmond, Virginia, near several confederate statues, art and artists have shaped the way many interpret and react to important historical and current events. This course evaluates a broad range of imagery, focusing on the artists' choices for representation, the cultural climate of the time period in which the art was created, and the political influence of the resulting imagery. The course, drawing on art history/theory, political science, cinema studies, history, and other fields, explores issues of repatriation of artworks, political bans of imagery, photographic manipulation, and political portraiture. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2538 Critical Animal Studies (4 Credits)**

Critical Animal Studies will analyze a range of approaches to human and nonhuman animal relationships from the disciplines of philosophy, zoology, literature, art history, and media studies. Students will critically analyze a variety of disciplinary approaches to animal subjects, and reflect on their personal values, lifestyles, and identities as human animals.

**ASEM 2539 Health, Media and the Self (4 Credits)**

What are cultural beliefs about health, about prevention and about risk? We focus on how culture, media, peers, medical professionals and family influence how we construct and define health and the many key concepts scholars have linked to the notion of being healthy, preventing ill health and pursuing good health. We also examine the impact and function of these definitions on our everyday lives by exploring what health perceptions have to do with one's self concept, identity, self esteem, relationships, expectations, attitudes, beliefs and behaviors.

**ASEM 2540 Culture, Media and Power (4 Credits)**

Often, films, television programs (both entertainment and journalistic), print journalism and advertising are viewed as having the inherent power to shape the individual's values and beliefs about the identity of one's self as well as that of others. The cultural studies' perspective of this course takes the position that the power to shape values about identity is not solely the providence of cultural texts, but stems from the complex intersection of media institutions, various social groups and the interpretive process. This class explores how various forms of textual, interpretive, social and economic power come to bear on the production of different kinds of cultural media texts and the range of possible meanings about identity available within them. By the end of the course, students should be able to critically analyze the links between various media texts and messages and the definition of their self-identity.

**ASEM 2541 Engaged Learning Portfolios: A Pilot Course in Synthesizing Curricular and Co-Curricular Learning (4 Credits)**

In this pilot offering of ASEM, students investigate their curricular and co-curricular experiences at DU through the lenses of engaged pedagogy, community engagement, and the public good. They consider the purposes and implications of a liberal arts education in relation to these complex and diverse experiences. Students discover and articulate connections between their various Common Curriculum courses and their experiences beyond the classroom, including study abroad and internships. The main course project requires students to analyze and synthesize artifacts of their learning to create a digital portfolio. This course is conducted primarily in a workshop format.

**ASEM 2542 Knowledge and Ignorance in Contemporary Scientific Practice (4 Credits)**

Over the last few decades, an increasing number of scientists, philosophers, historians, and sociologists have emphasized that the traditional depiction of science as a progressive accumulation of true - or approximately true - descriptions is an oversimplification. We have come to realize that the right kind of ignorance and failure can truly be a gateway to success, to deeper understanding. But how is this possible? What kind of failure can be turned into knowledge? How does science deal with ignorance? How does one use ignorance to its advantage? This course provides a long answer to these questions. Specifically, it recasts some classic philosophical issues by bringing attention to a widespread scientific practice that can be aptly called "black-boxing." The course examines and illustrates these issues with some prominent episodes in the history of science, from fields ranging from biology and psychology to economics. Beyond completing the Common Curriculum, there are no prerequisites for this course, which is introductory in character, presupposes no previous acquaintance with philosophy, the natural sciences, or the social sciences, and is entirely self-contained.

**ASEM 2543 Sound and Music in Early Modern England (4 Credits)**

Imagine waking to the sound of bells, getting the latest news and gossip via song, singing bawdy rounds at the tavern, or gathering in a secret location to hear forbidden music. This course examines the profound cultural changes taking place in seventeenth-century England and the English empire and how music reflected and helped create these transformations. It considers religious extremism, colonialism, political and scientific revolutions, and their connection to our own political and cultural conflicts. No prior music experience required.

**ASEM 2545 Medievalism in Music and Popular Culture (4 Credits)**

This course explores the phenomenon of medievalism—that is, the perception and representation of medieval culture in post-medieval eras—and examines its impact on Western (that is, primarily European-derived and influenced) popular cultures, especially in music. The course examines ways that artists past and present have used images of the medieval past to connote authenticity, spirituality, liberty, virtue, class, gender, race, rebellion, democracy, alienation, horror, romanticism, and magic. Sites of medievalism discussed in the course include novels, films, operas and musical theatre, folk songs, visual art and architecture, politics (including disturbing elements such as fascist and white supremacist movements), hip-hop, new media, and digital cultures that draw on medievalism. As are all ASEM courses, this one is writing-intensive. Enforced Prerequisites and Restrictions: Completion of all other Common Curriculum Requirements. However, students may enroll under special circumstances with prior permission of the instructor.

**ASEM 2546 Gender and Power in Africa (4 Credits)**

This course explores how gender relations are enacted in Africa, including how those relations were (and are) impacted by colonial and post-colonial influences of western powers. The course examines multiple beliefs, attitudes, symbols, behavior and actions that define women and men in various African societies, in ways that are not binary or polar, but rather situational and dynamic. Illustrations of these issues are drawn from ethnographies, movies, novels and so on. The course employs mainly anthropological perspectives and research, but it also includes historical and literary materials. Completion of all other Common Curriculum is required before students can register for this course.

**ASEM 2547 Writing About Music in the 21st Century (4 Credits)**

Students analyze music from a variety of disciplinary perspectives, including historical, political, and sociological approaches, and then learn to write about music in genres ranging from album reviews, musician and/or scene profiles, cultural criticism, liner notes, music blogs, performance reviews, and personal essays. Students read nonfiction about music, attend concerts, and research musicians, their music, and musical communities. With an eye toward broader publication, students craft and share their findings with public audiences. Course texts such as *How to Write About Music* will be supplemented by historical and theoretical readings and by works from music writers like Lester Bangs, Amiri Baraka, Jeff Chang, Gerald Early, bell hooks, Amanda Petrusich, Ellen Willis, and so on.

**ASEM 2548 Critical Consumer Culture (4 Credits)**

Students will engage in critical analysis of consumer culture, with a focus on how media, social media, advertising, spectacles/mega-events, and consumption spaces are a part of meaning-making in everyday life. In addition to reading historical and contemporary research articles about many facets of advertising and consumption, students will conduct their own analysis and write about various practices that make up this culture. To the extent possible, students will approach the study of consumer culture in the United States as if they were anthropologist or ethnographers, attempting to 'make strange' a set of familiar spaces and practices around consumption.

**ASEM 2550 Music, Gender, and Sexuality (4 Credits)**

Can music express gender and sexual identities? When a small group of scholars tenaciously raised this question in the 1990s, it created a contentious moment in the study of music history. Students will trace this lively debate through seminal interpretations of classical and popular music while honing listening and interpretive skills. Prior study of music is not required.

**ASEM 2555 India and Historical Film (4 Credits)**

This is a course that utilizes films, fiction and writings of professional historians to explore themes in Indian society and culture such as the colonizer 'self' and the colonized 'other', the mechanisms of difference whether based on race, gender or religion, the processes of identity formation through national movements or community ties, real or imagined, and the quest for modernity through economic development and societal reform.

**ASEM 2556 Social Media (4 Credits)**

Social media enable individuals to create, collaborate, and share messages with networks of all sizes. They are also tools for surveillance that are radically changing how governments and corporations engage with publics, challenging long established notions of privacy, freedom, and civil liberties. This course introduces students to the historical, economic, legal, and cultural context of social media and explores the ways we shape and are shaped by these emergent and ever-changing tools.

**ASEM 2557 Body & Sexuality in Religion (4 Credits)**

This course examines the unique place of the body in biblical religion. We ask how the Bible and its interpreters have shaped current views on sex and the gendered body in Western society. How has the Bible been (mis)used in relation to current understandings of the physical body? Is the saying that a "human" does not have a body, but is a body as true for the Hebrew Bible as the Christian New Testament? How has Judaism and Christianity (de)valued sexuality, procreation and celibacy? How do the biblical traditions shape our modern opinions about the ideal physical body and body modification? How can we understand "out-of-body" experiences and notions of death and afterlife in Western religion? Students are encouraged to interpret the Bible and their own beliefs from a uniquely embodied perspective.

**ASEM 2558 Digital Gods: Media and Religion in the 21st Century (4 Credits)**

This course explores the intersections between media, religion and culture in the United States. Religion continues to hold sway in the 21st Century as a social, cultural, and political force. Religion, broadly defined, remains active in the media age and is increasingly mediated through television, film, politics, and consumer culture. This course examines TV, film, sports, social media, and more to explore digital gods of the 21st century and how they influence and inform US culture.

**ASEM 2559 Globalization and Film (4 Credits)**

This course explores the varying ways that globalization impacts cinema on a national and transnational level. Designed as a seminar, this course is broken down into three units: theories on globalization; implications of globalization behind-the-scenes; and representations of globalization onscreen. Through a selection of assigned readings and filmic texts, you will be encouraged to think critically about what "globalization" means and how it influences films, both behind-the-scenes and onscreen. To reify your understanding of globalization, you will research and write original scholarship on globalization and a select film to contribute to the academic community.

**ASEM 2560 America Through Foreign Eyes (4 Credits)**

The United States, and Americans, occupy a unique, privileged and powerful position in the contemporary world order. Indeed, according to many scholarly and public accounts, the U.S. has achieved unprecedented status as the preeminent world power. Yet, despite or, paradoxically, perhaps because of its status as what some have called a world "hyperpower," large numbers of Americans are mostly, if not totally unaware of what U.S. global preeminence means to them and to other people around the world. This course aims to inspire critical reflection on the student's part about the role of the United States - its political and economic systems and practices, its culture, and most fundamentally its social actors, meaning its people(s), in a globalizing world.

**ASEM 2562 Modern and Postmodern Music (4 Credits)**

Students explore multiple musical styles and genres, primarily from the 20th century to the present, as they develop new cognitive pathways for experiencing all music. The course devotes substantial time to developing a vocabulary of descriptive terms that apply universally to music even outside the modern and postmodern subject matter.

**ASEM 2565 The Power of Place-Making (4 Credits)**

Places are imbued with meaning, functioning as intersections of identity, memory, and power. Through an interdisciplinary critical perspective, students will explore place-making: how various forms of textual, interpretive, social, and economic power affect the production and experience of places, and the range of possibilities for social justice available through them.

**ASEM 2566 Society Through Literature and Cinema (4 Credits)**

This course will study the interconnection of human societies (or nation states) as evident in different kinds of narratives. Discussing literary and film narratives in particular, we will examine the beliefs and influences that shape relationships within the same society as well as the beliefs and influences that shape relationships between different peoples and societies. Our examination will include an exploration of how these beliefs and influences are generated and modified. Our study will be aided by the interpretive insights of artists and visionaries. Our examples will be taken from different regions of the world.

**ASEM 2567 Violence, Law, & the State (4 Credits)**

This class is built on interrogating arguably the fundamental issue facing every state: how to deal with violence. Through a mix of academic readings, films, documentaries, and reputable media, we will consider a range of issues regarding violence and the state in the modern world. The three organizing themes for the class are understanding the lived problems of violence, the nature and value of freedom in relation to violence and the state, and the question of how law relates to violence and the state.

**ASEM 2568 Outsiders in Italian Fiction (4 Credits)**

This class addresses the recurring representation of the character as an outsider in the Italian literary and cinematic tradition of the 20th and 21st centuries. Novels, theatrical plays, and films will be supplemented by a collection of secondary sources on psychology and sociology, providing the tools for a correct thematic and methodological approach to storytelling.

**ASEM 2572 Philosophy, Psychology, Neuroscience, and Free Will (4 Credits)**

This seminar introduces students to the topic of human freedom from the perspective of philosophy, neuroscience, and psychology. If everything that you do and have ever done is the inevitable byproduct of the political, social, economic, cultural, familial, psychological, and neurological forces at work within and around you, in what sense could you be free and morally accountable for your actions? In what sense could you be worthy of praise for your accomplishments and blame for your failures? The course will address the topic of free will using contemporary scholarship in philosophy, neuroscience, and developmental and social psychology, and we will ask questions such as: What, exactly, is free will? What can our understanding of causation tell us about free will? What is moral responsibility, and how is it related to free will? What brain processes underlie our decisions?

Prerequisite: Completion of all other Common Curriculum requirements.

**ASEM 2573 Violence, Law and the State (4 Credits)**

This class will interrogate what is arguably the most fundamental issue facing every government: how to deal with violence. Through a mixture of academic readings, films, documentaries, and reputable media, the course will consider a range of issues regarding violence and the state in the modern world. Prerequisite: completion of all other Common Curriculum requirements.

**ASEM 2576 Art, Thought, Spirituality (4 Credits)**

This course examines the close and complex relationship between esthetic expression and private religiosity, or "spirituality." The course will examine how theories as well as personal accounts of artistic creativity, experience and appreciation can both broaden and deepen our understanding of the inner life that is otherwise communicated in religious terms and how artistic expression can also have a quasi-religious or "spiritual" character. The central objective will be to illumine the way in which the construction of the individual self and the formation of the personal identity are intimately tied to different quests that are artistic and spiritual at once.

**ASEM 2577 Cultural Intersections (4 Credits)**

In this course, we explore the dynamics of cultural reception or the translational dimension of modern culture, particularly the reception of narratives within particular cultures and beyond. Our main focus is the principles that integrate and divide people along the lines of race, class, ethnicity and culture. Our journey involves studies of cultural contacts, contexts and narratives from Africa and the Caribbean, Asia and the Middle East, Europe and the Americas.

**ASEM 2578 Travel Writing Through the Ages: Exploring Italy and the Self (4 Credits)**

A panorama of the evolution of the Travel Writing genre shows how different travelers have interacted with foreign environments for centuries and provides students the model to create their own travel journal. The course focuses on travel narratives to, from, and within Italy. The reading list includes Italian and American writers such as Christopher Columbus, Margaret Fuller, Mark Twain, Carlo Levi, Italo Calvino and Umberto Eco. Excursions to different parts of Italy, visits to historical sites and museums and screenings of relevant Italian films complement the class.

**ASEM 2579 From Literature to Film (4 Credits)**

In this course, we examine the adaptation of literary works into films. We closely study selected modern literary works and the film interpretations of each work. Focusing on the transition from one narrative form to another, the course enhances the critical skill of students as well as their creative ability with respect to cinematic translations. We, therefore, also have mini scriptwriting workshops as a way of imaginatively highlighting the sort of considerations that go into the making of the film script.

**ASEM 2580 Celtic Identities and Nationalisms (4 Credits)**

Every March 17th, millions of people around the world engage in invented rituals of drinking, parades, & music in celebration of St. Patrick's Day. Summer finds Scottish Highland Games enacted by kilt-wearing, bagpipe-playing, Celtic-culture aficionados across the English-speaking world. The European Union has funded Celtic-History Trails & sites across Western Europe to link itself to an earlier period of 'unification.' Millions of people claim Celtic heritage and ancestry in the U.S.A. and across the globe. But what does that really mean? Who is entitled to claim such identities? Who is not? How do people reconcile 'Celticness' with other elements of individual, national, and group identities across the globe? This course uses Celtic identity as a means of engaging students in a critical examination of the meaning and process of identity formation. Students identify, compare, and evaluate the methods used to define and claim legitimate and illegitimate definitions of "Celtic" identity espoused by past and current nationalists, musicians, archaeologists, political scientists, historians, governments, film-makers, shopkeepers in Wales, Scotland, Ireland, Brittany, Europe.

**ASEM 2581 Forgiveness, Politics and Film (4 Credits)**

This course covers a number of reconciliation frameworks that have been employed as transformative and peacemaking strategies in various interpersonal, social and political contexts. We discuss the value (and limitations) of core reconciliation concepts, see how they have been used productively, and consider their possible application to ongoing problems in the world today.

**ASEM 2582 Latina/o Identity & Community (4 Credits)**

This course analyzes the complexity of Latinos' unique social position, using an interdisciplinary approach to understand the construction, maintenance, and change of Latino identity and community formation over time in the United States. As students will learn, Latino identity in the U.S. has experienced a continual process of negotiation between dominant discourses—regarding gender, race, politics, economics and culture—and the socio-political and cultural histories of their own communities. Accordingly, we explore the variety of ways in which identity and culture are socially constructed and actively contested, with particular regard to the diversity among and within Latino groups.

**ASEM 2583 Individuals, Individuality, and Society (4 Credits)**

"Individual" is a key term in discussions of human life and human interaction, but it tends to be inadequately defined. We often assume that we already all understand what an individual is. In social science, especially, "individual" is typically assumed to correspond to individualism, and, particularly, to methodological individualism, the view that the individual parts making up a whole entirely and exhaustively define and determine that whole; from which it follows that each individual is to be understood as what it is in isolation, unrelated to any other individual. This course, by contrast, starts from the claim that the question "what is an individual?" is genuinely difficult, and that much too little attention has been given to it.

**ASEM 2586 Memoirs of Madness (4 Credits)**

We examine mental illness from a literature perspective—through analysis of memoirs, and in concert with a scientific perspective—through psychological-based texts and lectures. This unique approach to study mental illness should be inherently interesting for students because of the subject matter and the chance to engage the material through personal narratives. The use of memoirs allows for a rich understanding of a variety of impairments with the added benefit of the firm anchor of clinical science.

**ASEM 2589 Thinking (4 Credits)**

This course helps students both learn how to think well and to understand why they often don't think well. The course addresses a wide range of topics in which thinking is relevant including creativity, science, argumentation, rhetoric and intelligence. Students come to understand their personal strengths and weaknesses in thinking and students spend a substantial amount of time improving their areas of both strength and weakness.

**ASEM 2590 Interpreting the Holocaust Through Film (4 Credits)**

This course takes students on a journey from Nazi Germany to the present day through the lens of the camera. We examine how the Nazis used film to convey their messages, explore the varied experiences of those who lived during the time of the Holocaust as depicted in films, view movies that address various ethical dilemmas presented to Jews and Gentiles as a result of these trying times, and discuss the ways that the Holocaust has been represented and memorialized through films in more contemporary times.

**ASEM 2591 Latina/os in Popular Culture (4 Credits)**

This course examines trajectories of representations of Latina/o identities in popular culture (i.e. film, music, television), both produced by the dominant culture, as well as self-produced. Students first work to understand the complexity that comprises Latina/o communities by reading some foundational works on Latina/o identities (i.e. Gloria Anzaldúa's *Borderlands/La Frontera: The New Mestiza*). Following this, through a historical perspective we trace the emergence of Latina/o images in popular culture and how those images are tied to contemporary events of the time.

**ASEM 2594 Memory and Memorialization (4 Credits)**

This course focuses on how social groups represent, experience and commemorate the remembered past. We explore issues of construction of memory, particularly addressing issues of how the representations of the past—and its materialization through monuments, ruins and landscapes—are connected with issues of institutionalized perceptions of national, ethnic, racial and religious identity. Memory and its material representation are addressed through interdisciplinary readings and case studies from different geographical areas, and as much as possible, we use the city of Denver and Colorado as our study site to apply our observations and readings.

**ASEM 2596 Politics of Reconciliation (4 Credits)**

This class addresses the national and international efforts to seek justice and achieve reconciliation. It examines how state and non-state actors reflect on an unfortunate or hostile past with a designated "other": how did their relations and interactions with this targeted "other" go wrong? What were the material, philosophical and emotional grounds to breed such hostilities? What were the consequences? Has the memory of the "past self" and "past others" shaped the way the two groups interact today? Why do some actors refuse to say "sorry," and why do some victims refuse to forgive? What are the similarities and differences among various reconciliation projects? In this class, we lead students to explore these challenging yet exciting questions.

**ASEM 2597 Unwrapping the Rhetoric of Consumption (4 Credits)**

Unwrapping the Rhetoric of Consumption: A Critical Investigation of the Relationship between Communication, Consumption, Shopping, and Identity is a writing intensive course that offers an introduction to the study of consumption as a communicative phenomenon. People often use consumption to demonstrate who they are, their worth/importance, their relational ties, their gender, etc. The course will examine the socially positive and negative implications of these practices of consumption. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2599 Sport, Deviance, Social Control (4 Credits)**

This course explores four broad themes: sociological theories of sport, sport identities, sport deviance and the confluence of sport, media and social control. It examines timely real-world examples and draws on a range of disciplines that have investigated sport in society, including cultural studies, sociology, psychology, anthropology, criminology and kinesiology. Completion of all other Common Curriculum is required before students can register for this course.

**ASEM 2602 The Black Spiritual (4 Credits)**

This course examines the role of traditional black, or "Negro," spirituals (the songs created and first sung by African Americans in slavery) in the evolution of American ideals of freedom, justice and grounded spirituality. A history of the spiritual as folk and concert music is paralleled by an examination of the very concept of "American" that evolved, both from the perspective of those excluded and those included in that concept.

**ASEM 2603 Indigenous Approaches to Gender and Sexuality (4 Credits)**

This course introduces various ways that indigenous communities in the U.S. and Canada have understood and attempted to navigate issues gender and sexuality in a religious context. It introduces foundational understandings of gender and sexuality that inform both Western and Indigenous cultures, and it explores the fundamental differences between those understandings. The course also presents emergent theories that challenge assumptions common within the Euro-American tradition. Through research and writing, students add to the contextual breadth of the class.

**ASEM 2604 Russia: Revolutions & Utopias (4 Credits)**

This course examines Russian culture and society from the late 1800s to the 1930s, when Moscow and Saint Petersburg/Petrograd were synonymous with cutting-edge and avant-garde, staging revolutions—and dreaming of utopias—in politics, art, sex and science, to name but a few areas. The course compares the ideals of those times with Russia today as well as with developments in Western Europe and North America.

**ASEM 2605 Society, Nature and Animals (4 Credits)**

Society, Nature and Animals examines the enormously engaging and complex relationships between human communities/societies, on the one hand, and the natural world and nonhuman animals on the other. The course focuses principally, through not exclusively, on the United States, where these relationships have been imbued with special significance, and prominent political and intellectual figures have cast the country as "nature's nation." The course also considers how different social groups, particularly those structured around gender, race/ethnicity, cultural/national identity and social class, are connected to the natural world and nonhuman animals.

**ASEM 2606 Japanese Film (4 Credits)**

This course examines some of the most iconic films in the Japanese cinematic tradition in order to identify and critically engage in narratives of Japanese aesthetics and cultural identity, especially ones that take culture as the site for locating tradition and/or modernity. No previous knowledge of Japanese or film required.

**ASEM 2609 Literature of Nature and Apocalypse (4 Credits)**

Concern about the declining state of the environment has been a topic of longstanding interest, from Henry David Thoreau to John Muir, and writers like Edward Abbey, Ernest Callenbach, Louise Erdrich, T.C. Boyle, Octavia Butler, Cormac McCarthy and others. This writing intensive course examines questions relating to environmental activism and social structures predicated upon technological and materialist culture. It considers how American writers have reassessed the relation between religious beliefs and notions of utopia and apocalypse. It examines and analyzes timely and relevant historical, literary, and philosophical issues relating to the current state of the environment.

**ASEM 2610 The Politics of Bilingualism (4 Credits)**

While more and more college students are required to take a "foreign" language and bilingual programs grow in popularity in the K-12 systems, formal education in languages other than English in the US has often been at the heart of fierce debates claiming it is impractical, irrelevant and even "un-American". This course addresses a variety of concerns around the perception and manifestations of bi- and multilingual policies in the US. We examine how the perception of English as a "national language" and a "language of opportunity", contrasted with other languages (and the people who speak them) as a "distraction" or "threat" contribute to personal and public policies surrounding language use in the US.

**ASEM 2611 Being Human: Sex and Sexuality (4 Credits)**

Relationships are the greatest thing in the world—until they end. Many people have experienced both the exhilaration and the misery of a romantic relationship. The same can be true for other types of social relationships. How do you make sense of the relationships around you? To navigate better our complex human landscape, understanding the basis of human sexuality and sexual expression is important. This course examines behavior and emotion by introducing the results of high-quality scientific studies of sexual behavior and its evolution and expression. Prerequisites: Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2615 Disease in World History (4 Credits)**

This course examines the social and political impact of disease in global history, and also considers how understandings of disease have changed over time. We will focus on the modern period (roughly the past two hundred years) and examine demographically significant diseases such as tuberculosis, malaria, and smallpox. Themes that we'll explore together include how the distribution of power and wealth in the 19th-20th centuries helped determine global distribution of diseases today; how our ideas about a disease influence how willing and able we are to deal with it effectively; and the notion that disease is as much as socioeconomic problem as a biotechnical one.



**ASEM 2616 Globalization and its Discontents (4 Credits)**

This course examines the expansion of the world economy in a comparative historical perspective and draws on the disciplines of economics, history and political science. The course begins by introducing the current popular/journalistic debates using social science and historical arguments and evidence. The purpose is to provide the students with tools for critical analysis and a conceptual map to understanding the debate.

**ASEM 2620 Inventing America (4 Credits)**

This class introduces students to exemplary public documents, primarily in the form of speeches, which address the promises set out in the preamble of the U.S. Declaration of Independence: the rights to life, liberty and the pursuit of happiness. The course traces how these promises have been articulated by a succession of public actors ranging from U.S. Presidents to members of radical political factions. The course always addresses three major political movements: (1) the movement for political inclusion of Blacks, beginning with early abolitionists and extending to the struggle for civil rights, including the black power movement; (2) the movement for the political inclusion of women, beginning with the suffragists and extending to include feminism, including the fights over sexual freedom; and (3) the struggle over economic rights, beginning with early U.S. socialist and anarchist movements and extending into the contest over the creation and pruning of the U.S. welfare system.

**ASEM 2625 Rough Draft History: Film and Video Documentary (4 Credits)**

This course presents a historical study of documentary film and video, from the films of the Lumière brothers in the 1890s to several contemporary examples. We will explore such issues as the nature of documentary and what distinguishes it from fiction, the development of various documentary modes or styles, propaganda and ideology in documentary film, documentary ethics, borderline forms that combine documentary and fiction, and documentary's role in supporting established institutions and regimes and/or promoting social change.

**ASEM 2626 Politics, Policy and Economics of Healthcare (4 Credits)**

This course takes an intensive look at American history from 1945 to 1955 in order to investigate the relationship among international relations, domestic politics and American culture. While anticommunism was perhaps the preeminent influence over American politics and culture, this course also investigates other related cultural developments, such as the moral and cultural anxiety resulting from the revelations of the Holocaust and Stalinism, the anguish represented by the height of existentialism in American thought, the exploding popularity of abstract expressionism, the gradual growth of consumerism, and the effects of the baby boom.

**ASEM 2629 Truth and Treason in the Cold War (4 Credits)**

This course takes an intensive look at American history from 1945 to 1955 in order to investigate the relationship among international relations, domestic politics, and American culture. While anticommunism was perhaps the preeminent influence over American politics and culture, this course also investigates other related cultural developments, such as the moral and cultural anxiety resulting from the revelations of the Holocaust and Stalinism, the anguish represented by the height of existentialism in American thought, the exploding popularity of abstract expressionism, the gradual growth of consumerism, and the effects of the baby boom.

**ASEM 2633 Literature of Trauma (4 Credits)**

This course examines the relation between memory, trauma and history in postwar American literature and culture, as those have become major themes in novels and films. The works examined in this course provide us a window into experiences of victims of trauma, while extending the possibility of forming a more sensitive and inclusive conception of American history and culture. Readings include literary works and a selection of secondary critical and historical texts. Completion of all other Common Curriculum requirements is required prior to registering for this course.

**ASEM 2637 James Joyce's Ulysses (4 Credits)**

This Advanced Seminar will focus on James Joyce's famously difficult—but in many ways not all that difficult—modernist masterpiece *Ulysses*, which will in turn be the subject of three writing assignments that will allow you to explore the roles and responsibilities of the reader, the writer, and the critic. There are many reasons to devote an entire quarter to James Joyce's *Ulysses*, which turned 100 years old on 2/2/2022, but here are two: 1) its reputation as a "difficult" book often overshadows the fact that it's beautiful, funny, and in many ways quite accessible, and 2) it's a useful book for thinking about being with (and without) other people. In this course, we will try to find out both what this book can teach us and what we can teach one another about it.

**ASEM 2640 New England: Myth and Memory (4 Credits)**

The subject of this course is historical memory or, to put it simply, the relationship of the present to the past. Historians take for granted what has been called "the invention of tradition," but most people do not appreciate the constructed nature of the past and do not recognize the possibility that there have been (and continue to be) contests over which version of key historical events or movements is to be disseminated to the public. This course focuses on region—New England—and its racial history as a case study of the process of fabricating historical memory. New England's history is particularly useful for this purpose because the region has had an inordinate impact on our national history.

**ASEM 2641 Globalization from Above and Below (4 Credits)**

This course provides a unique and challenging opportunity for students to clarify the concept of globalization by exploring parallel and interesting forces "from above and below." This course draws widely from international studies, economics, political science, sociology, environmental studies, and feminist theory to examine processes of global social change and conflict. Through academic theorizing and activist writings, the course familiarizes students with some of the landmark debates on globalization. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2642 Between Persecution and Revolution (4 Credits)**

This course will investigate how women in America, France and Iran have written their way into and beyond male power structures. Ranging from the 17th to the 21st centuries, we will study literary, religious, political, psychological, and biological writings that probe the vexed power of female voices in the public sphere. Completion of all Common Curriculum requirements is required prior to registering for this class.



**ASEM 2643 Comparative Democratization: East and West (4 Credits)**

The purpose of this course is to examine the contested meanings of revolution and to clarify its paths and goals. To advance these purposes, this course highlights the experiences of a variety of revolutionary projects in different regions, eras and cultures. It also explores the weights that different actors (state, society, global orders, charismatic leaders, etc.) hold in shaping the processes of radical political changes. The course will conclude by exploring new thinking on the politics of revolution for the twenty-first century. We will ask how issues of ecology, gender, changing values, indigenous movements (to name just a few) can liberate our imagination about revolution in specific and political change in general in a post-modern world.

**ASEM 2646 Dance in India (4 Credits)**

As a discipline in which the body is trained to become "naturalized" in very specific ways, dance tells us much about the culture in which it is a part. Dance movements and meanings also become sites of conflict during periods of cultural transition, and yet because of dance's ephemeral nature, its relative adherence to tradition, or lack thereof, is difficult to ascertain, and thus often hotly contested. This course explores the tension between change (innovation) and continuity (tradition) in four different forms of dance from the Indian subcontinent: Bharata Natyam, a classical dance form from South India; Kathak, a classical dance form from North India; Bhangra, a folk dance form from Northwestern India; and the mass-mediated, syncretic form of dance predominant in the Bollywood film industry.

**ASEM 2648 Good Vibrations - Electronic Music: Technology and Culture (4 Credits)**

This course hopes to supply the answer to the question, "How did we get here?" To answer that question, we need to look at the phenomenon from many different perspectives. History frames the topics of the course. In order to understand characteristics of electronic instruments, we start with traditional mechanical-acoustic instruments. Their characteristics are the model for many modern electronic instruments. Although in the experimental years early in the 20th century, all traditional models of music were questioned; those included musical notation which has been in place since Charlemagne's rule in A.D. 800, the number of notes within an octave, the number of notes within a span of time, and dynamic range (loudness and softness). We look at the anatomy, physiology and perception (psychoacoustics) of human auditory response in order to frame the limits of the characteristics of electronic music and the means to produce them. Of course, the "electronics" are presented at a higher system level to promote understanding of the electronic instruments themselves. (NOTE: No human subjects will be harmed or subjected to any inhumane treatment by presentation of analog or digital circuits during the delivery of this course.)

**ASEM 2651 The Peopling of the Western Hemisphere: Science, Evidence, Controversy (4 Credits)**

The migration and colonization of North and South America is analyzed based on data and observations made from the archaeological record. While it is evident that people did arrive in the Western Hemisphere in the distant past, there is a great deal of dispute about where they came from, when they arrived, and how they adapted to the new environments they encountered. The course evaluates various claims about all these important aspects of human migration. It tests conflicting models about which people arrived first, where they first landed, and what they did when they got here. The primary tools for this analysis are archaeological materials, but the course also draws on recent DNA and linguistic evidence of living Native American groups.

**ASEM 2652 Conspiracy Theories and Contemporary Culture (4 Credits)**

What have become called "Conspiracy Theories" (CTs) have been around since some of the earliest human narratives but have only quite recently been studied as a distinctive phenomenon. Underlying this explosion of popular interest in CTs are a number of intriguing philosophical, psychological and socio-political issues that reveal a great deal about how social discourse is pursued, formed, circulated and empowered (or disempowered) in the contemporary world. In this course, we will view this broad phenomenon of CTs from three different perspectives: (1) philosophical, (2) psychological, (3) social and political.

**ASEM 2653 Law & Politics of Reproduction (4 Credits)**

This course engages issues by examining them from multiple perspectives, using analytical tools from multiple disciplines. We explore historical and cultural changes over time, tracing them through historical and political writings, U.S. Supreme Court cases, legislation, statistical data, memoir, and sociological, philosophical and anthropological analyses. In drawing on these multiple sources, we examine past and present while also considering the relationship of these issues to the future.

**ASEM 2657 Harry Potter and Esotericism (4 Credits)**

Today's students have grown up with J. K. Rowling's seven Harry Potter books. This incredible publishing phenomenon has inspired children and adults alike to devour 500-page books within days of publication, at a time when statistics seem to indicate that people are no longer reading. Why would these tales of English school children learning a curriculum of magical skills have so captured the imagination of a generation of young people living in a post-modern world? The purpose of this class then is to examine the role of esoteric themes that pervade the Harry Potter books and to investigate the history of those subjects from the Middle Ages to the present, by focusing on the visual traditions they inspired. Areas discussed include the history of magic and witchcraft, classical and Celtic mythology, alchemy, astrology, fantastic beasts, "books of secrets" and their healing potions, the mythic lore of botany, divination and various esoteric paths of enlightenment.

**ASEM 2658 The Long Civil Rights Movement (4 Credits)**

This course explores the Long Civil Rights Movement—focusing on the ongoing struggles for racial equity in education. While the course is broadly historical in scope, covering debates about public education over the last century, it explores historical and cultural changes in education by focusing on three primary struggles: (1) the African American quest for equal education; (2) the Mexican-American fight for bilingual education; and (3) the Native American pursuit of self-determination through education. Throughout the course we consider how these historical struggles echo in contemporary debates of race, education and equity.

**ASEM 2660 Cinematic Storytelling (4 Credits)**

The course acquaints students with basic concepts and methods used in the analysis of stories, the theoretical assumptions and models describing and justifying those concepts and models, and practical applications of story analysis in cinematic and script form. We begin with Aristotle, provide an interdisciplinary and historical overview of narratology, move to literary narrative analysis, and then focus on film-theoretical approaches while gaining practical skills in analysis of the elements of storytelling in fiction, film and television. In this way, students gain some historical perspectives on the form and function of story - its timeless prevalence as well as its more current iterations.

**ASEM 2661 The French Revolution (4 Credits)**

This course is an interdisciplinary exploration of the French Revolution. Students learn about the many ways in which the Revolutionary decade of 1789 to 1799 marked a significant break with the French past - politically, socially and culturally. Yet these profound changes could not occur without some continuities. Students reflect upon political, sociological and philosophical questions that make the Revolution relevant today: How do democratic values take root in a traditionally monarchical society? Can these values be exported to societies without democratic traditions? Are liberty and equality compatible? How are nations defined? Can people thrive in a strictly secular-or fundamentalist-society? What is the role of violence and war in effecting political and social change?.

**ASEM 2662 Testimony, Memory and Allegory: the Representations of the Chinese Cultural Revolution (4 Credits)**

This course investigates how the Cultural Revolution serves as a critical link of the Revolutionary Era (1919-1980) and Reform Era (from 1980 on), via closely and critically examining various representations and surreal fiction, melodramatic and avant-garde cinema, lyric poems, music and visual arts. Although much of the material discussed is socio-politically oriented, the focus of the course is within the realm of literary and cultural criticism. This course explores complicated and often interwoven relationships between testimony, memory, signs, meanings of both writing and reading about traumatic events of the Cultural Revolution, ethical (personal and communal) commitment to memory and the engrossing historical, literary and artistic representations of the past expressed in different media. By doing so, the course reveals how each representative account copes with its producer's distinctive memories of the Cultural Revolution and, more importantly, responds to the cultural and political contingencies of the producer's time, as well as the artistic conventions of the producer. As such, it functions not only as a connection to the past but also a reconfiguration of the present.

**ASEM 2663 The Dark Knight Exposed: Exploring the Complicatedness of Superheroes (4 Credits)**

The 21st century has seen a rebirth of interest in fictional superheroes, and this course will explore how such characters can be seen as representing aspects of contemporary society. Especially noteworthy are conflicts between good and evil that so many superheroes embody. As Batman character Harvey Dent explains, "You either die a hero or you live long enough to see yourself become the villain." The course uses readings from psychology, literary studies, and popular culture to explore figures from the X-Men, Superman, the Avengers, and other comics and movies, with a central case study focus on Batman. The goal is for students to come away with a deep understanding of and appreciation for the complexities of superheroes and what they represent: what conflicts hide below their surfaces and our society's?.

**ASEM 2664 Contemporary Issues in Africa (4 Credits)**

Through the study of a variety of literary, visual, and oral cultural artifacts, this course will investigate contemporary issues of gender identity, education, development, and political culture in different areas of the African continent.

**ASEM 2665 Occupied France in Perspective (4 Credits)**

This course deals with the Occupation of France during World War II. Students, throughout the course, learn to understand, describe and articulate selected crucial aspects of this four-year period of military occupation. This course examines the question of the image of the Resistance and Occupation in cultural memory; this is a much studied and debated issue today, and forms the conclusion to the course. Forms of collaboration and resistance are very much in question in historical, cultural and literary debates today.

**ASEM 2666 Murder in America (4 Credits)**

This course draws on research from several perspectives in order to examine: (1) the definitions, scope, consequences and historical trends of homicide in America over the last century, including a case study investigation of why the murder rate dropped dramatically in New York City by the late 1990s; (2) past and current sociological/cultural and psychological explanations for lethal violence, including an in-depth look at serial, mass and spree killers; (3) crime policies and techniques aimed at reducing lethal violence, which entails a critical look at Three Strikes and You're Out laws aimed at violent offenders; and (4) media representations of homicide defendants and victims.

**ASEM 2667 Magic and Religion (4 Credits)**

The course examines, first, magic and witchcraft described in the Hellenistic world, India, and Medieval Europe and, second, magic and witchcraft in twentieth-century settings in the Upper Nile and rural France. The course also includes a study of twentieth and twenty-first century esotericism and occultism. Magic practices include pragmatic rites that cause effects ranging from love to murder, astrology-based medicine, conjuring and transacting with invisible creatures, creating power-bestowing diagrams, consecration of amulets, deploying and removing curses and disease, and weather control. Witchcraft includes sorcery and counter-sorcery rites, divination, and folk medicines. Magic is usually described as opposing religion, but the religious lives of most religious people contain magic practices; therefore, studying magic is a tool for studying cultures in both theory and practice. Research projects engage a magic practice to garner insights into the culture or cultures that circulate such lore.

**ASEM 2669 American Religious Movements (4 Credits)**

This course explores the history and contemporary relevance of religious movements in the United States, coupling that knowledge with selected social scientific perspectives on how social movements generally emerge, succeed and die out. Topics may include the Great Awakenings of American Protestantism in the 16th through 19th centuries; the array of religious transformations of the 20th century, such as the heightened religious pluralism shaped by the "new immigration"; sectarian divides; social activism that draws upon religious ideologies, resources and discourses; and struggles for change within religious groups themselves.

**ASEM 2670 Development in Latin America (4 Credits)**

This is a writing-intensive course centered on examining in a critical manner the continued efforts made by several countries in Latin America throughout the 20th century in promoting different projects of national economic and political development. Among other topics, we analyze the incorporation of Latin American countries into the international economy and the consolidation of its local oligarchic regimes (circa 1880s to 1930s); the importance of populism and elite pacts (of the 1940s and 1950s) for the promotion of industrial programs; the process of radicalization of the left, the democratic breakdowns and the ensuing military rule (of the mid-1960s and 1970s); the transitions to democratic rule (1980s); the implementation of market-reforms (1990s); and the current challenges for democratic consolidation.

**ASEM 2672 The Berlin Republic: Germany since 1990 (4 Credits)**

For roughly two decades, Germany, a once divided nation in the heart of Europe held responsible for World Wars, has been re-united. Forty years of division between West- and East-Germany—a division exacerbated by their respective geopolitical roles in the Cold War—left its mark on what many intellectuals considered a 'cultural nation' in spite of their political separation. This class examines the pains and gains of twenty years of unity, a process that has repeatedly been described as an attempt to "normalize" Germany's complicated history. We analyze various political, historical, but mostly cultural developments (and debates) that have accomplished and, at times, questioned this unification.

**ASEM 2677 The Sixties: Swinging London (4 Credits)**

Most of us are familiar with the main images of the 1960s in Britain, miniskirts, Mods, scooters, hippies, free love, the Beatles, the Rolling Stones, and James Bond. Considered the great decade of change, students' parents and other baby-boomers look back on it with nostalgia and the media continues to romanticize the period as being more innocent than today. Yet scholars continue to argue about the degree to which the Sixties really changed British society. While popular culture was clearly departing from that of the pre and immediately post-war era, many scholars from various disciplines assert that these changes, including the rise of the music industry, the teenager and youth culture, consumer-oriented society, spy literature, gender and racial issues found their roots in the post-war experience. Other scholars assert that the decade was dominated by contradictory impulses and that the major changes were uneven and often on the surface. This course traces the major themes of the period, including the rise of popular youth-based consumer culture, an unfettered media in Fleet Street, the center of world fashion-Carnaby Street, espionage literature on the page and on the screen, race and immigration issues, challenges to gender norms and sexual 'liberation', Britain's changing position in the world, the end of the British Empire, and the redefining of British national identity. These themes are investigated using a variety of sources including popular and documentary films, personal memoirs, novels, primary documents, secondary literature, fashion, poster art and other non-traditional sources.

**ASEM 2679 Thinking, Eating, and Writing: Food History (4 Credits)**

Nearly everything related to food and drink has a fascinating history: origins of dishes, food habits, customs, traditions, manners and modes of consuming food. This course integrates academic and some popular histories of food with student-created histories based on research, experience, and observation. Students read widely to understand the production of knowledge in food history and its vast scope, from a range of approaches, including theoretical, geographical and topical. Students engage in exercises to strengthen skills as historians and produce original archival research.

**ASEM 2680 Jewish Latin America (4 Credits)**

This course examines Jewish presence in Latin America from colonial times to the present, focusing on Jewish writers in Spanish America throughout the 20th century and considering Jewish-Brazilian and Jewish-Latino writers, Jewish themes in non-Jewish Latin American literature, and the various waves of Jewish immigration to Latin America. This course considers how they helped shape their specific communities and their responses to assimilation, state-sponsored anti-Semitism and Aliyah. Topics to be discussed include assimilation vs. integration; the construction of Jewish and national identities; and anti-Semitism in literature, film and political discourse. The course integrates critical readings alongside the literature, specifically in the areas of trauma and representation. No knowledge of Spanish is required, as the language of instruction is English and all required texts are available in English translation.

**ASEM 2682 Strange Beasts: Nuclear Japan (4 Credits)**

This course is a critical examination of literary and popular culture from Japan's experience of the Atomic bomb, through the "economic miracle" years of the 1960s to the present, focusing on the paired themes of humanity and monstrosity in nuclear experience during the acceleration of technological change.

**ASEM 2683 Bad Girls, Riot Grrrls and Misbehaving Women (4 Credits)**

This course introduces women who subvert mainstream expectations of femininity and explore misbehaving as a means of self-definition and empowerment in popular culture. From "Bad Girl" artists and the Riot Grrrl movement in the 1990s, to current day roller derby skaters and burlesque queens, the course traces the intersections of feminist art, DIY (do-it-yourself) approaches, creative production, performative outlets and socio-political consciousness. Unladylike behavior is explored as a strategy to articulate personal, social, political and cultural identity.

**ASEM 2685 Religion and Filmmaking (4 Credits)**

This course examines film and television representations of religions from around the world in an effort to understand the goals of the media makers and the effects of their productions. The techniques, theory and rhetoric of the films viewed are dissected and discussed. The course enables students to participate in critical, yet respectful debates about the cinematic mediation of religious concepts.

**ASEM 2687 Sex and Globalization (4 Credits)**

This course examines the complex phenomena of "globalization" within the framework of critical gender, sexuality and race studies. Topics range from sexual dimensions of war and empire building to the ways in which sexuality and gender shape global migration, tourism and commerce. In addition to consulting scholarly readings, we also examine and research representations of these phenomena as they occur in the media, online, and in popular culture.

**ASEM 2688 Music and Consciousness (4 Credits)**

This course explores ways of framing and defining individual and collective responses to musical arts, and, in turn, how understanding these responses can lead to a broader view of human consciousness. Through studying different musical cultures (and subcultures), students critically examine their own musical preferences and respond to other's aesthetic positions. Students explore 20th-century musical writings and compositions; examine themes of development, change, unity and variety in different musical genres; entertain musical manifestos written by various composers and musicians; and write their own "musical constitution."

**ASEM 2692 Philosophy of Migration and Global Citizenship (4 Credits)**

The 21st century is already being described by many as "The Age of Migration." This course explores the implications of mass global migration for the political philosophies of citizenship on which sovereign states are founded. Is something like a global citizenship possible? This seminar offers a cross-disciplinary perspective on this and other related issues. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2693 The Unfathomable Russian Soul: Identity and Self-Perception in 19th Century Literature and Culture (4 Credits)**

This course explores Russian identity and the idea that it resides in the "unfathomable Russian soul" that defies rational explanation. Students examine how classic Russian authors (Pushkin, Gogol, Turgenev) imagined and shaped "Russian soul" in their dialogues with Western European cultures and Russia's native traditions (folklore, Orthodox Christianity). Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2694 The Golden Age of Musicals (4 Credits)**

This course maps and analyzes the developments, constructs, creators and canonical works of the musical theatre genre up to and through its formative, formidable period known as the "Golden Age" (c. 1943-1964) as well as the genre's wider social/cultural implications and contemporary relevance. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2695 Religion and Politics in China (4 Credits)**

This course explores the concept of "religion" in the political history of modern China. Students gain new insight into two concurrent and divergent historical processes--state-driven secularization and religious revival--in China and Taiwan. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2696 Communication and Adoption (4 Credits)**

This course explores the communicative dynamics of adoptive families. This course focuses on issues surrounding identity, cultural context, race, sexual orientation, loss and ethics. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2697 Muslims and Identity in Europe (4 Credits)**

This course introduces students to the diverse Muslim populations across Europe, taking a case study approach that focuses on the histories, national politics, and societal contexts that help form Muslim European identities. Students gain exposure to anthropological, historical, political science, and religious studies techniques and perspectives, while writings focus on real-world genres that support students' professional development. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2698 Justice, Legal Obligation and Judicial Decision Making (4 Credits)**

This course provides students with an introduction to the major theories of judicial decision-making and the basic philosophical problems involved in understanding the concept of how law binds citizens, especially judges, in a liberal democracy. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2710 Free Form Film (4 Credits)**

Unlike Hollywood studio films, the works of video artists, experimental filmmakers and avant-garde auteurs almost never make their way to a theatre near you. Instead, many media artists find they need to make work for a culture that is already prepared for something other than mainstream filmmaking. How does this "fringe" film culture function and how do critics, curators and "underground" media-makers define their world of film festivals, gallery exhibits and grant proposals? Exploring aesthetic, critical, economic and technical aspects, this course features visits from influential filmmakers and others within the art-film community as we assess and critique groundbreaking ideas that have absolutely nothing to do with Hollywood. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2712 Participatory Culture and Fandom (4 Credits)**

Students explore practice and theories of participatory culture. From writers to fan fiction to grassroots activists to proponents of Web 2.0, those who consume culture are also those who produce it, and this state of affairs raises critical questions about taste, intellectual property, subcultures, and globalization.

**ASEM 2713 Food Culture: Foodies, Foragers and Food Politics (4 Credits)**

Culture, history, identity, sustainability, power: food is the bridge that connects us. Food is used to nourish and heal, mark celebrations, build community, and symbolize identity. This seminar investigates the connections between our food choices and political and cultural power. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2714 Framing the Debate (4 Credits)**

This seminar conducts a bipartisan, multimedia, interdisciplinary investigation of historical and contemporary presidential debates. In addition to following campaign and debate-related news, we read studies from multiple fields – history, political science, communications, sociology, psychology, rhetoric – and apply their insights and methods to analyze debate performances and research debate effects.

**ASEM 2715 Belonging in America (4 Credits)**

Who belongs in America? Who is on the inside/outside, and why? How do we define, experience, maintain, reject, and embrace our own insider/outsider status? Finally, how do American novels and dramas conceptualize and dramatize the many negotiations involved in belonging? This course explores the social, cultural, and experiential aspects of belonging in America. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2716 Tango: Border Crossings in Art, Race, Gender, and Politics (4 Credits)**

This course is a study of the appeal of Argentine tango and why a dance so closely linked to one culture appeals so intensely to people with such different cultural identities. We consider competing answers from academics in many fields – from gender, film, and rhetorical studies to art, politics, and dance – as well as testimonies of dancers and teachers, in Buenos Aires and from around the world. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2717 Pursuing Equality: Gender, Politics and Law (4 Credits)**

This seminar combines theoretical and empirical insights from law with sociology, economics, political science, anthropology, and women's studies to introduce students to the conceptual frameworks, legal mechanisms, and practical realities affecting gender equality primarily in the United States, but with some cross-national comparisons. Completion of all common curriculum requirements is required prior to registering for this class.

**ASEM 2719 Presidents, War, and the Constitution (4 Credits)**

The United States government is based on the idea of limited power. In this course, students analyze the kinds of power presidents have claimed in wartime, how courts have responded, and the consequences for individual rights with a study of the Civil War, World War II and the War on Terror. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2720 Nazi Germany: History, Literature, Culture (4 Credits)**

This course explores Germany's Nazi era. It focuses on themes like redemption, temptation, national community, conflict and memory while analyzing both texts and visuals from and related to the period. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2722 Freaks: Stigma and Resistance (4 Credits)**

The "freak" exists in a system of mutually reinforcing cultural categories: normal/deviant, masculine/feminine, white/nonwhite, civilized/savage, heterosexual/homosexual, able-bodied/disabled, and so on. The course examines how these categories arrange societies and cultural practices in ways that reject the heterogeneity of human experience. Using films, images, and texts from a wide range of fields, the course asks, "How do people become stigmatized?" More importantly, "How do stigmatized people resist marginalization?" Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2723 Contemporary Art in Context (4 Credits)**

This course examines key trends that have shaped contemporary art and considers how artists have turned to traditional media such as painting and photography and created new forms of art through performance, social media, and digital technologies to produce aesthetic and physical experiences that reflect on contemporary life. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2724 Jammin: Technoculture and Improvisation (4 Credits)**

This course introduces students to the recent history of musical and cultural forms devoted to improvisation, including jazz, free music, psychedelic rock, funk, jam bands, and electronic dance music. Improvisation is examined as a response to emerging technological forms by which musicians and listeners embody new personal and collective identities. The course includes perspectives from cultural studies, philosophy, history, media studies, sound studies, and critical theory. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2725 The Female Outlaw (4 Credits)**

This course examines female outlaws and renegades in politics, art, literature, and popular culture. Students assess how women intervene in the masculine mode of transgressive art and fiction, engaging themes of violence, difference, and empowerment. The female outlaw provides a model for writing with conviction, and challenging boundaries. Prerequisite: Completion of all other Common Curriculum Requirements. Course open to Colorado Women's College students only.

**ASEM 2726 Belonging: State and Family in our World (4 Credits)**

This course examines the state regulation of belonging in families and the international ambiguities of rights and belonging to states. It develops concepts by looking closely at histories and stories of adoption and of people who have been caught in-between in the regulation of citizenship: people who lose or mistrust the value of their citizenship, or can't claim the rights of citizens, or flee their countries. Prerequisite: Completion of all other Common Curriculum Requirements.

**ASEM 2728 Identity, Power, and Media Culture (4 Credits)**

In our contemporary cultural landscape, information is delivered in many formats, through various mediums, to global audiences. Understanding media systems as information delivery is often tied to journalism and/or financial institutions; "news" and "data" have become synonymous with what we officially learn from media culture. However, those same images and messages that help us understand our social condition are also delivering important meanings about ourselves and those around us. This course focuses on this branch of inquiry within media studies—highlighted by the work of cultural studies—and focuses on the intersections of identity and power. As a fundamental source of the signification of identity, media culture becomes a social tool, and therefore must be understood as a system that shapes our relationships to individuals and communities. This course will explore the importance of this process, will equip students with the means to critically analyze media texts and production, and will sharpen awareness to dominant norms and values in our society. Overall, this course provides students an opportunity to directly confront the questions: How do media shape our understandings of intersecting identities such as gender, race, ability and class? How can we critically identify stereotypes and misrepresentation, including our own privilege? How do dynamics of identity operate at the production level(s)? What are the implications of these representations and how are they related to power dynamics in contemporary culture?



**ASEM 2729 Seduction and Satire in British Women's Novels of the 18th Century (4 Credits)**

This course explores how fiction by 18th century British women relates to larger themes of gender (and genre) construction. What is the gender of the novel in the eighteenth century? Why do these female authors make sustained use of the seduction narrative, and how do they work to combine it with more traditionally "masculine" forms such as satire? Are they conforming to or subverting received notions of femininity with such use?.

**ASEM 2730 Queer Lives in Musical Theatre (4 Credits)**

Musicals are one of the most popular forms of American theatre, commonly considered family friendly and mainstream. However, since its beginning musical theater has also been strongly connected to queer culture. Through watching and listening to musicals as well as studying queer theory, students identify and analyze depictions of queer life throughout musical theatre history.

**ASEM 2731 Postcolonial Lit and Performance (4 Credits)**

Postcolonial studies investigates contemporary cultures as an embodied consequence of historical power struggles. The major questions covered in this course are: What is colonialism and what are its lingering effects on society? How do we collectively experience, record, and resist dominant modes of oppression through artistic expression?.

**ASEM 2732 New Media, Conflict and Control (4 Credits)**

This course explores the increasing role of new media tools in conflict and surveillance. Examples from recent conflicts illustrate how citizens and regimes use new media to communicate, report, mobilize, monitor, and/or control. Students utilize new media as they research instances of democracy and control.

**ASEM 2733 Media, Culture and Globalization (4 Credits)**

This course explores the importance of understanding media as it relates and impacts globalization, and equips students with the means to critically confront the ways that globalized media impacts culture, and sharpens awareness through written assignments that highlight connections between theory and lived experience.

**ASEM 2734 Music and Spirituality (4 Credits)**

At a time when "spiritual" music appears in a wide variety of contexts such as churches, yoga studios, raves, and radio broadcasts, "Music and Spirituality" explores individual and collective perspectives on music and transcendence, and teaches how a deeper understanding of those perspectives can lead to a broader view of meaning in human experience.

**ASEM 2735 Perspectives on Climate Change (4 Credits)**

This course explores the complex, controversial issue of global climate change from multiple perspectives and using multiple types of sources. The goal is for each student to develop an educated perspective on this issue and be able to advocate for her perspective. Students write at least twenty pages in the class, including short weekly online posts, an op-ed piece, a film review, and a position statement based on knowledge acquired during the class. Writing intensive. Prerequisite: Completion of all other Common Curriculum Requirements or permission of instructor.

**ASEM 2736 Spirituals and the Blues (4 Credits)**

This course examines spirituals and the blues, two song forms from the canon of African American music. A multifaceted approach (both historical and analytical) reveals the ways in which the music is transformative, healing, and liberating, as well as providing a vehicle for agency. The course also studies the music's larger sociopolitical landscape.

**ASEM 2737 Experiencing the Future (4 Credits)**

This course introduces students to the study of the representation and evaluation of possible futures. Students observe the mechanisms impacting future-oriented thinking, and trace the ways that our thoughts about the future shape our day-to-day living. Students draw on insights from literature from a wide array of disciplines—including Sociology, Psychology, Economics and Public Policy—to explore the many ways in which the future is being visualized, colonized, calculated and produced in the society where they live.

**ASEM 2738 Brands, Culture, and Identity (4 Credits)**

Brands have become ubiquitous in every aspect of life in contemporary culture. How has this come to pass and what are the social, political and cultural consequences of living in a culture saturated by brands? This course explores critically the roles and meanings of brands in the making of cultures and identities.

**ASEM 2739 Can College Teach Reasoning? (4 Credits)**

In the last several years, colleges and universities have made national news with a series of controversies over diversity, inclusivity, and free speech. Many commentators see free speech at odds with diversity and inclusivity. Those who stress the importance of free speech on campus often embrace an idea with a long philosophical history: the "thinking cure." According to this line of thinking, a principal task of education— particularly higher education—is to teach critical thinking. A well-functioning university (not to mention a well-functioning democracy) is a marketplace of ideas where participants are free to rationally debate the issues of the day. The best ideas will eventually win out. People need the skills to debate rationally, which education should provide, and the freedom to deploy those skills in arguing for their versions of the true and the good, which educational institutions and the courts should protect. This course aims to understand and critically analyze this line of thinking through the lens of philosophy, empirical psychology, and contemporary journalism. Can we really be trained to reason in the way that this line of thinking requires? The course considers arguments that emphasize the limitations on our ability to reason, arguments that we are frequently subject to (sometimes insuperable) biases. We examine how these arguments bear on the aims of education generally, and on free speech provisions in particular.



**ASEM 2740 Rhetorics of Belonging (4 Credits)**

This course explores how particular uses of language shape and convey historical and current understandings of American citizenship. Students examine how language creates, reinforces, and challenges the idea of "belonging." What is at stake in accepting or denying identities for certain groups? The course analyzes the role literacy has played in constructions of citizenship, pertinent relationships between culture and language, and the rhetorics of belonging. The course uses both primary and secondary texts to examine the complicated, dynamic, and nuanced history of immigration from multiple perspectives.

**ASEM 2741 Music in Science Fiction Film (4 Credits)**

This course examines music and sound design in science fiction film 1895–2015, exploring key concepts and practices in music, and placing films studied in social and political context, as well as the aesthetic and technological trajectory of the genre. The course addresses recurring themes in science fiction, as well as the impact of new sound technology, non-traditional orchestration, and sound effects on the development of the film genre. The course presumes no prior specialized knowledge of music or film.

**ASEM 2742 Media and Marketplace Feminism (4 Credits)**

This course tracks the historical trajectory of marketplace feminism—also known as commodity feminism, lifestyle feminism, or white feminism—through its dynamic relationship to media culture. In an effort to highlight the complexities surrounding both feminism as political praxis, as well as feminism as a commodity, multiple perspectives are offered for classroom discussion and critique, including readings from feminists, pop culture/literary critics, media studies scholars and feminist media studies scholars.

**ASEM 2743 Bad Words: The Ideologies of Profanity (4 Credits)**

Students explore bad words in all of their variations (e.g., expletives, obscenities, profanities, etc.). The course combines an historical study of bad words with an examination of current usage and issues, looking at bad words through a range of readings from history, neurology, ideology, psychology, and other fields.

**ASEM 2744 The Academy Awards & Academia (4 Credits)**

This course introduces students to the history and politics of the Academy Awards, through weekly film screenings and a variety of scholarly texts from across the disciplines. From war sagas and romantic comedies to horror flicks and musicals, the films covered represent the best of the best, at least according to members of the voting Academy. The course's scholarly lenses will range from statistical analyses of features of Best Picture winners to historical, political, sociological, and cultural interpretations of how the Oscars have reflected shifting societal values.

**ASEM 2745 American Jews, Zionism, and Israel (4 Credits)**

It is often taken as a given, by both Jewish and non-Jewish Americans, that American Jews have always supported Zionism and, since its creation in May 1948, supported the state of Israel's actions. However, the historical relationship between American Jews, Zionism, and the state of Israel has been complex and multifaceted. This course examines and analyzes this historical relationship from multiple perspectives, beginning approximately fifty years before the creation of the state of Israel, while also paying attention to recent shifts in the ways in which contemporary American Jews relate to and view the state of Israel.

**ASEM 2746 Music and Disaster (4 Credits)**

This course examines the role of music within the context of disaster. Understood to be catalysts for artistic expression, disasters produce musical expressions related to trauma in myriad forms. Following an historical overview of large-scale natural and man-made disasters and the kinds of music produced in relation to them, we examine how disaster figures into the production and consumption of music in Haiti, New Orleans, Indonesia, South Africa, Cambodia, Uganda, and in the Post-9/11 world. The course additionally examines music as a tool in social justice, considering how music provides social commentary, critique, and a form of social activism. Students understand how music and disaster are historically intertwined, and how music shapes understandings of conflict and catastrophe. No previous musical experience is required.

**ASEM 2747 Complexity in the Social Sciences with a Focus on Economics (4 Credits)**

The course introduces basic approaches for the analysis of complex systems and their applications informing policy decisions, drawing particularly from an economics perspective. It addresses how complex systems approaches can be used to analyze and understand issues in the social sciences, and explains how a complexity view can change perspectives on situations that are often viewed only from a linear understanding. To illustrate characteristics such as emergence and self-organization, different theoretical methods are introduced. Key issues are addressed without extensive mathematical background. Theoretical issues as well as applications in policy are included in the class. The course introduces basic approaches for the analysis of complex systems and their applications informing policy decisions, drawing particularly from an economics perspective. It addresses how complex systems approaches can be used to analyze and understand issues in the social sciences, and explains how a complexity view can change perspectives on situations that are often viewed only from a linear understanding. To illustrate characteristics such as emergence and self-organization, different theoretical methods are introduced. Key issues are addressed without extensive mathematical background. Theoretical issues as well as applications in policy are included in the class. Completion of all Common Curriculum requirements is required prior to registering for this class.

**ASEM 2748 What We Eat Matters: The Political Economy of Food (4 Credits)**

This course examines the historical development of our global food system, its imbalances, and alternative perspectives on how to address them. In the first section, the course examines how food production and food consumption have evolved in the era of globalization, and discusses the defining features of global food markets. The second section examines the economic, social, and environmental challenges associated with the globalization of food. The third and last section discusses alternative perspectives on how to build robust, just, and sustainable food system.

**ASEM 2749 Art, Writing, and Propaganda in Occupied France (4 Credits)**

On June 22, 1940, France having been defeated, the French Maréchal Pétain signed an Armistice with Germany and became head of the "Vichy" régime which would now collaborate with the Nazis. The course takes several perspectives on Occupied France, delving into the Vichy régime's policies, practices, and propaganda; daily life under Occupation; types of collaboration and resistance; anti-Semitism in France at this period and before, the art world under Vichy, and the Liberation (1944-5). Course readings (and "viewings") are varied: including historical accounts, Vichy propaganda posters, poetry by members of the French Resistance, post-war films looking back on Vichy with new perspectives, and much more.

**ASEM 2750 Latin American Sci-fi Film (4 Credits)**

This course focuses on a new generation of Latin American independent filmmakers that offer a unique perspective on science fiction and examines how Latin American sci-fi cinema of the 21st century reflects on the present and reimagines the future. Featured films in this course are from Argentina, Chile, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Guatemala, Mexico and Peru.

**ASEM 2751 Misinformation and Conspiracy Theories in America (4 Credits)**

This course focuses on the history and consequences of misinformation and conspiracy theories in the United States. Students read from multiple disciplines, including history, sociology, psychology, and political science, to understand not only why misinformation and conspiracy theories persist, but also how they affect our health, democracy, and social lives. This course takes a pluralistic approach, with readings from academics as well as political practitioners, journalists, and others to underscore the many ways the misinformation and conspiracies are concerning for the United States.

**ASEM 2752 World Migration: Contexts and Narratives (4 Credits)**

The course examines the nature and history of contemporary world migration. Focusing on significant issues concerning migration and diaspora as well as pertinent contexts and experiences in different regions of the world (such as Africa, Asia, Europe, and the Americas), we explore a transnational process that has changed the world. An important aspect of the course is the study of narratives capable of providing insights into a global phenomenon that has been described as "the history of the world."

**ASEM 2789 Deviant Bodies (4 Credits)**

Students will explore the meanings of deviant bodies. They will examine narratives of fatness, illness, disabilities, sexualities, femininities, masculinities, race, and contamination from sociological, historical, anthropological, and feminist perspectives. Discussions and intensive writing about deviant bodies will be prompted by scholarship on embodiment, gender, and social inequality, through examinations of popular culture, social media, film, and students' own social interactions.

**ASEM 2860 Critical Disability and Culture (4 Credits)**

This course explores how the concept of disability (physical, developmental, cognitive, emotional, psychosocial and so on) is constructed through a variety of lenses. Topics may include biomedical discourse of disability in everyday life; relationships and the workspace; the discourse of normalcy as it is constructed by persons with disabilities; and meaning-making process of disability in various cultural and contextual spaces. Utilizing academic research, popular culture references, visual media and writing, students deconstruct, critique, and analyze the different discourses of disability through basic character-driven gaming, using standards of Universal Design.

**ASEM 2861 Taboo Tales: Cultural Literacy through Fairy Tales (4 Credits)**

Cultural literacy requires that we grapple not only with social boundaries, but also with what lies beyond them – the taboos that frighten us, and the taboos that intrigue us. In this course, we will explore the topic of taboo through the lens of storytelling, with a particular focus on the unsettling themes represented in folklore. We will approach the study of taboo in a multi-disciplinary manner, using a blend of folklore, history, psychology, film, and textual studies to examine various tales of taboo from diverse cultures, including Native American, Chinese, Indian, European, Russian, and African fairy tales. Please note that this course will cover unsettling and violent topics; be prepared to read about these themes.

**ASEM 2862 Racism, Schooling, & Development (4 Credits)**

This course will focus on ways everyday school practices can perpetuate racial inequity in school and society as well as impacting racially minoritized youth development. Specifically, we will explore how various school practices (e.g., discipline) disproportionately impact Black and Latine youth schooling experiences as well as their social, emotional, and cognitive development. Students will read empirical and popular press articles and engage the literature with in class and out of class written assignments.

**ASEM 2863 Religion and Science Fiction (4 Credits)**

Who are we? Why are we here? Where are we going? What happens when we die? How do we define what it means to be human? What do we do when others look at us as Others? These are some of the questions that human communities have explored through philosophy and theology. Science fiction (SF) and fantasy represent a massive amount of cultural production, creating a space in which we collectively explore many of these same questions. In this course we will examine novels, short stories, film, and television programs in order to analyze the production of popular culture, meaning making, and modern-day mythology, all with an eye towards resonances with these vital questions about what it means to be human.

**ASEM 2864 Ethics of AI (4 Credits)**

Artificial Intelligence (AI) tools and technology, including robotic technology, are already widespread and only becoming more so. As these technologies are developed and integrated into human life, what are the ethical implications? In this interdisciplinary course, we will read work by philosophers, feminist and critical race and ethnic studies scholars, computer scientists, engineers, and military professionals in order to acquire a detailed, nuanced perspective on the ethics of AI. Using these multiple perspectives, we will focus several topics, including: bias in algorithms, privacy and data rights, whether we should be trying to create machines that represent and act on moral values like humans, the social impacts of AI and technology, and AI and Robotics in Warfare.

**ASEM 2865 Water in the West (4 Credits)**

Both increasing population size and the impacts of global warming have placed considerable stress on urban water resources in the arid and semi-arid west. This course provides 1) an historical review of the development of water resources in the western United States, 2) a current overview of both active and theoretical proposals to manage water resources to ensure long-term water supply sustainability, 3) highlight the difficulties in implementing sustainability strategies, focusing on questions of economics, politics and distributional equity. Prerequisites: Econ 1020.

**Air Force ROTC (RTC2)****RTC2 1010 Heritage and Values I (0-1.5 Credits)**

This course provides an introduction to the Air Force, encourages students to pursue an AF career or seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers. The course also lays the foundation for becoming an Airman by outlining our heritage and values. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 1020 Heritage and Values II (0-1.5 Credits)**

A continuation of RTC2 1010. This course provides a historical perspective including lessons on war and the US military, AF operations, principles of war, and airpower. This course also provides students with an understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students are introduced to the Air Force way of life and gain knowledge on what it means to be an Airman. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 1234 Leadership Laboratory (0 Credits)**

All AFROTC cadets must attend leadership lab (two hours per week). The laboratory involves a study of Air Force customs and courtesies, drill and ceremonies, career opportunities and the life and work of an Air Force junior officer. Students (cadets) seeking a commission must take this lab in conjunction with their AIRR lecture/course. "Special Students" NOT seeking a commission, are not required or allowed to attend LLAB (Leadership Lab). These courses are taken at CU Boulder. Co-requisites: One of RTC2 1010, RTC2 1020, RTC2 3010, RTC2 3030.

**RTC2 2010 Team and Leadership Fundamentals 1 (0-1.5 Credits)**

This course is designed to provide a fundamental understanding of both leadership and team building. This course teaches students that there are many layers to leadership, including aspects that are not always obvious. Such things include listening, understanding themselves, being a good follower, and problem solving efficiently. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 2020 Team and Leadership Fundamentals 2 (0-1.5 Credits)**

A continuation of RTC2 2010. This course is designed to discuss different leadership perspectives when completing team building activities and discussing things like conflict management. This course also provides students with the ability of demonstrating their basic verbal and written communication skills. Active cadets will apply these lessons at Field Training. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 3010 Leading People and Effective Communication 1 (0-4.5 Credits)**

This course is designed to build on the leadership fundamentals. The cadets will have the opportunity to utilize their skills as they begin a broader leadership role in the detachment. The goal is for cadets and students to have a more in-depth understanding of how to effectively lead people and provide them with the tools to use throughout their detachment leadership roles. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 3020 Leading People and Effective Communication 2 (0-4.5 Credits)**

Continuation of RTC2 3010. This course is designed to help cadets hone their writing and briefing skills. The course continues into advanced skills and ethics training that will prepare them for becoming an officer and a supervisor. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 3030 National Security, Leadership Responsibilities/Commissioning Preparation 1 (0-4.5 Credits)**

This course is designed to address the basic elements of national security policy and process. The cadet will comprehend the air and space power operations as well as understand selected roles of the military in society and current domestic and international issues affecting the military profession. Classes meet on CU-Boulder campus on the semester calendar.

**RTC2 3031 National Security, Leadership Responsibilities/Commissioning Preparation 2 (0-4.5 Credits)**

This course is designed to prepare cadets for life as a second lieutenant. Cadets should comprehend the responsibility, authority, and functions of an Air Force commander and selected provisions of the military justice system. Classes meet on CU-Boulder campus on the semester calendar.

**Anthropology (ANTH)****ANTH 1006 Paranormal Archaeology (4 Credits)**

This course explores the virtues and limitations of the scientific method for understanding human society and culture. To accomplish this goal it uses selected mysteries and puzzles from the human past that have intrigued, over many years, professional scientists and the general public alike. The course considers a wide variety of topics having anthropological relevance—Bigfoot, the Big Stone Heads of Easter Island, the Great Pyramids of Egypt, the Great Earthen Burial Mounds of North America, and other phenomena—in an effort to sort out hard facts, pure fantasies, and genuine mysteries. This course examines where the more outrageous explanations of mysterious phenomena come from, and investigates why such explanations are of continuing popularity in modern society. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 1010 Anthropology: Humankind in Context (4 Credits)**

This course is a basic one in Anthropology that covers all four major subfields of the discipline including Physical Anthropology (Biological), Archaeology, Linguistics and Cultural Anthropology. It focuses on many aspects of anthropology that have applicability today in understanding our species' place in the world, the development of cultural and biological diversity over time, the growth of complex societies and analyses of contemporary cultures. This class allows us to view ourselves inclusively, taking a broad look at many aspects of our shared humanity on a world-wide basis. This is accomplished by not only studying modern cultures, but also by looking at the history of our species over millions of years. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 1910 Ancient Worlds (4 Credits)**

This particular course uses the field of archaeology to illustrate the perspectives, methods and results of humanistic inquiry. It investigates human belief, creativity and spirituality in what we'll call deep history: the 50,000 years or so between the appearance of modern Homo sapiens and the rise of the first great civilizations of the Old and New Worlds. These aspects of life are examined through the study of human material culture, including portable objects, representational art, architecture, monuments and culturally-modified landscapes. A key underlying concept of the course is that material culture forms a unique narrative or "text" about the past history of humankind. This text is unique because everyone who has ever lived has helped to write it. Students learn how to interpret this text, recognize its multiple authors, and distill its larger social and cultural meaning. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 1988 Study Abroad Resident Credit (0-18 Credits)****ANTH 2000 Genealogies of Anthropology: Foundations and Futures (4 Credits)**

Explores the development of anthropology as a field of study, including important thinkers, ideas, and movements in their historical and social contexts as well as their relevance to contemporary issues.

**ANTH 2004 Anthropology of Jews & Judaism (4 Credits)**

This course is cross-listed with JUST 2004 and RLGS 2004. This course pairs anthropological texts about American Jews and Judaism with related film, television, and literary representations. The objective of this course is to teach course participants to use anthropology as an interpretive lens through which to consider American Jewish life and culture. Through the study of texts on Jewish nostalgia and memory, class, race, gender, and heritage tours, course participants will learn the history of the study of Jews within anthropology and the place of Jews in the history of disciplinary anthropology. The ultimate objective of this course is to introduce anthropological theory and method in a way that provides students with a powerful analytical tool for thinking about contemporary Jewish life.

**ANTH 2010 Cultural Anthropology (4 Credits)**

This course is an introduction to cultural anthropology. As one of anthropology's main sub-fields, cultural anthropology provides conceptual and analytical tools for a comprehensive understanding of culture and its manifestations. It is concerned with the ways in which individual experience is inserted in social and historical contexts, providing meanings to everyday life. We will explore ideas and behaviors related to culture in different societies and social groups. Topics include culture, meaning, development, globalization, experience, kinship, identity, social hierarchy, and conflict. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of culture in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts and group discussions to apply the concepts and examine them critically. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with JUST 2011 and RLGS 2011.

**ANTH 2020 Artifacts, Texts, Meaning (4 Credits)**

How is it that anthropologists can look at an object in a museum collection and state with confidence what it once was a part of, how it was used, where it came from, how old it is, and even, perhaps, what it meant to the people who made it? What is an anthropological approach to documentation, an important accompaniment to the objects held in museums? In this course, participants learn about the ways anthropologists have approached researching material items and texts (both written and oral), ranging from time-tested techniques to materials science approaches. Students in the class do original research involving museum objects. The class involves hands-on work with artifacts, lecture, discussion, and laboratory analysis. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2040 Historical Archaeology (4 Credits)**

Because it is the archaeology of periods for which there is also written history, historical archaeology is a dynamic and interdisciplinary field. It also has a distinct set of concerns and methods that builds upon, but does not replicate, those of prehistoric archaeology. This course is designed to engage students in the practice of historical archaeology through readings, discussions and the hands-on analysis of archaeological materials. The first class of each week is a discussion of readings in historical archaeology. The readings introduce students to theoretical and methodological issues in the discipline, as well as important case studies. Many of the readings have a North American focus but also address international practice. The second class of each week has a hands-on focus. Backed by readings on historic materials analysis, we discuss and practice the types of research historical archaeologists perform on actual materials, focusing on different material types each week. Students in the course each process and analyze a set of materials excavated from a historic site. Cross-listed with ANTH 4040. Prerequisite: ANTH 2310 or permission of instructor.

**ANTH 2070 American Jewish Experience (4 Credits)**

This course is cross-listed with JUST 2070 and RLGS 2070. In the aftermath of World War II, the United States emerged as the largest, wealthiest, and most organized Jewish community in the world. Taking the premise that America is a Jewish center as its key organizing principle, this course introduces and challenges theories of diaspora and looks at American Jewry's religious and institutional innovations. The course will proceed inductively, taking Denver-based resources and experiences as starting points for an expansive exploration of American Jewish life, culture, and religion. We will focus on mainstream narratives alongside religious and cultural expressions at the margins of American Jewish life.

**ANTH 2105 Human Nature (4 Credits)****ANTH 2125 Primates (4 Credits)**

Non-human primates are used within numerous disciplines as models for understanding the evolution of our own behavior. This course examines non-human primates within the framework of anthropology and explores the ways that the study of other primates contributes to our understanding of human behavior and evolution, and serves to connect us to the living world. The course will examine three aspects of primate life (the three F's: feeding, fighting, and family) first from the non-human primate perspective and then through the lens of human behavior and social organization. To better understand the methods of primatology, students will develop their own research project to take place at the Denver Zoo. As an SI: Society course students will develop an understanding of the defining principles central to inquiry within the discipline of anthropology as well as become proficient in the use and application of anthropological, and specifically primatological, research methods. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 2200 Contemporary Issues of Native North America (4 Credits)**

This class focuses on Native North America and is intended to provide an approach to understanding events and processes that have shaped and continue to influence the Indigenous Peoples of Turtle Island. This course explores contemporary issues within Native American communities in order for students to gain a better understanding of legal and social issues between the Federal government, reservations, and urban Indian populations. We will analyze issues facing contemporary Native American nations including, but not limited to Indian gaming and casinos, federal recognition and issues of sovereignty, blood quantum and biological race, religious freedom and sacred sites, mascots, repatriation of human remains and sacred artifacts, and stereotypical views of Native Americans. Additionally, we will also discuss efforts to reclaim traditions such as language, art, and land. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 2310 Fundamentals of Archaeology (4 Credits)**

This course focuses on the practice of archaeology—why and how archaeologists recover and analyze their data. By the end of this course, students have an understanding not only of the nature of the archaeological record, but also how models of the past are built and interact with general public knowledge.

**ANTH 2323 Global Health (4 Credits)**

This course is an introduction to global health. As one of the world's faster growing fields, global health presents itself with complex opportunities and challenges, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, health care and their manifestations around the world. This course presents an overview of the multiple factors that influence global health and emphasizes the importance of a multidisciplinary approach to respond to global health challenges. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, visual arts, and performing arts. We will explore ideas and behaviors related to health and health care in different societies and social groups. Topics include the evolution of primary health care and alternative strategies in global health, maternal and child health, nutrition, the rise of non-communicable diseases, water and sanitation, community engagement, global health agencies and funding sources, and human resources development. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of global health in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ANTH 2420 Science, Technology and Human Values (4 Credits)**

This course is designed to examine the nature of science and technology, and their interactions with each other and with society, with a specific focus on how they inform human values. We will examine the society-human-technology relationship as a continuum rather than as distinct, ontological entities in relationship to one another. In examining the grey areas between society-human-technology, it is important to look not only at the environmental and social-justice issues surrounding technology, but also how technologies shape our very humanity, our meaning-making practices, our value-systems, and our imaginations. In other words, how are technologies shaping human becoming? This course will address these types of questions from cultural, ethical, and philosophical perspectives. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**ANTH 2424 The Social Determination of Health (4 Credits)**

This course is an introduction to sociocultural epidemiology. As the scientific basis of public health, epidemiology is the discipline that aims to describe the distribution and causes of health problems in a society, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, disease and health care and their manifestations around the world. This course presents an overview of epidemiology's history and methods, to then concentrate on the social and cultural aspects of health. The course offers an in-depth exploration of the notion of disease causation, with historical and current examples. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, and sociology. We will explore ideas and behaviors related to disease causation in different societies and social groups. Topics include the history of epidemiology and theories of disease causation, research methods in epidemiology, social determinants of health, and the notions of disease causation and determination. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of cases in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ANTH 2600 Museums and Public Culture (4 Credits)**

A critical introduction to how cultures and peoples are presented in museums, festivals, tourism venues and the popular media. The course introduces students to the historical and contemporary role of museums and anthropology in public culture and the importance of both in civic life.

**ANTH 2988 Study Abroad Resident Credit (0-18 Credits)****ANTH 3001 Race, Sex and Evolution (4 Credits)**

The course examines the paleoanthropology of race and sex. Our focus is on the nature and evolution of human racial differences, sexual anatomy, reproductive strategies, and gender roles. We will consider the history of thinking about race and sex in anthropology and related disciplines, and the uses to which particular conceptions have been put in our culture. We will discuss and evaluate alternative models for explaining the evolution of alleged biological and behavioral differences between racial groups and between men and women. Evaluation will proceed in light of evolutionary theory, comparative primate anatomy and behavior, the human fossil record, and general anthropological knowledge. Our aim is to examine myth and reality in popular and scientific understandings of these aspects of the human condition and, in the end, the social and political (i.e., policy) consequences of this knowledge. Enforced Prerequisites and Restrictions: ANTH 2105.

**ANTH 3020 Native Religions (4 Credits)**

A cross-cultural survey of concepts used to understand and talk about "religion," "the supernatural," and associated behavior among Native peoples of Turtle Island. Topics include healing and techniques of controlling and channeling supernatural power; sacred places and their significance; myths and symbols in their cultural contexts; initiation rites; conceptualizations of male and female deities; and responses of indigenous people to attempted missionization.

**ANTH 3030 Digital Anthropology (4 Credits)**

Digital Anthropology introduces students to computer technology used in anthropological research. Students study and then produce a number of digital products useful in the analysis and interpretation of museum collections, for archaeological mapping and research, and for the dissemination of anthropological knowledge online. This process covers the use of Geographic Information Systems (GIS) for spatial analysis, three-dimensional imaging programs ranging in scale from broad landscape mapping to detailed digital artifact analysis. In addition, the use of geophysical methods for imaging what is below the surface allows students to produce images of what lies below the ground in archaeological contexts.

**ANTH 3040 Anthropologies of Place (4 Credits)**

This class is an exploration of the relationship between people and places from an anthropological viewpoint. We concern ourselves with a variety of ideas about place, emphasizing not just how places are used, but how they infuse themselves into the lives, histories and ethics of those who interact with them. The course readings include book-length anthropological case studies interspersed with interdisciplinary readings about place and landscape. The course includes seminar-style discussions of readings, workshops and observations in the field. On several occasions, we take our class on the road, working together to think about how people and place interact. By the end of the class, each student creates his or her own anthropology of a place. Must be junior standing or above.

**ANTH 3060 Cultural Narratives (4 Credits)**

Human beings are natural storytellers. Whether reciting oral traditions or recounting personal experience, people everywhere use narratives as a way to express and to understand themselves. This course approaches cultural narratives from two angles. First, it explores the ways that anthropologists, usually trained in the social sciences, make use of and study narratives, whether through ethnographic observation, conducting an interview, gathering folklore or archaeological interpretation. Second, the class investigates narratives that, although produced by non-anthropologists, engage with anthropological issues such as kinship, gender, work, tradition and identity. The narratives range broadly from fiction, to poetry, to film. These two approaches are framed by theoretically informed readings about narrativity, both from the social sciences and the humanities. The class involves intensive reading and writing, as it makes use of both discussion and workshop formats. Each student in the course completes a research and writing project culminating in his or her own cultural narrative. Must be junior standing or above.

**ANTH 3070 Folklore and Cultural Heritage (4 Credits)**

Folklore and Cultural Heritage is the study of the expressive behaviors and practices that constitute the ordinary, everyday life of communities. Folklore includes the intangible cultural heritages of all peoples, for example, the artistic expression reflected in stories and storytelling, music, dance, legends, oral history, proverbs, jokes, popular beliefs, customs, dialects and ways of speaking. Everyone has folklore and participates in the "folklore process." Prerequisite: introductory social science course. Cross-listed with ANTH 4070.



**ANTH 3080 Memory and Memorialization (4 Credits)**

The course focuses on how social groups represent, experience and commemorate the remembered past; it explores issues of construction of memory, particularly how representations of the past- and its materialization through monuments, ruins, and landscapes- are connected with issues of institutionalized perceptions of national, ethnic, racial and religious identity. Furthermore, it discusses concepts such as "authenticity," "tradition," and "modernity" in the interpretation of cultural heritage and how the interpretation of the past and of culture depend on context (political and historical), experience and point of view. The course aims to develop an interdisciplinary approach to memory and to methodologies and empirical research.

**ANTH 3090 God and Giving? Religion and Philanthropy in America (4 Credits)**

This course is cross-listed with JUST 3090 and RLGS 3090. The United States is notable for its high levels of religious participation and for its well-established and rapidly expanding nonprofit sector. In this course, we will explore these phenomena from a variety of disciplinary perspectives including anthropology, history, and religious studies in order to understand the intersections of religion and philanthropy. By looking at religious ideologies, social theory, and legal and economic contexts, we will consider how religion, government, and philanthropy shape and are shaped by one another. We will examine a number of case studies including faith responses to Hurricane Katrina, the history of philanthropy in Denver, and U.S.-based religious global giving. We will explore key questions regarding community and social responsibility and ask which actors get to define key societal problems and who is ultimately responsible for responding to these problems.

**ANTH 3110 The Cultured Ape (4 Credits)**

This course is an examination of human evolutionary psychology. Evolutionary Psychology deals with how contemporary human behavior is constrained by our heritage as evolved primates. It questions the standard social science and mainstream anthropological model of humans as "blank slates" who are primarily shaped by their social and cultural environments. In other words, Evolutionary Psychology views humans as "cultured apes."

**ANTH 3130 The Archaeology of Gender (4 Credits)**

This course examines the ways archaeology can contribute to the study of gender through investigations of the deep through recent past. The class will include readings on gender theory, the uses of archaeological data and specific case studies of engendered lives in the past. Cross listed with GWST 3130.

**ANTH 3135 Feasting, Fasting and Food: The Anthropology of Food (4 Credits)**

Feasting, Fasting and Food focuses on foodways and food culture. Food and its acquisition and preparation are tied to the historical, social and cultural lives of all peoples. By drawing on historical sources, ethnography and a number of anthropological perspectives, we look at foodways as symbols of identity, culinary tourism, food work as trade or profession, the study of food as art and theater, and food and memory. Prerequisite: ANTH 2010.

**ANTH 3155 Native American Resistance in the Digital Age (4 Credits)**

Since Europeans first made contact with the Americas five centuries ago, depictions of indigenous peoples have largely been created by and for the colonizers. Only recently have native activists begun to take back control of their image. The course begins with the premise that indigenous peoples have been active producers of their own cultural heritage both before and after European expansion into the Americas. A postcolonial approach will be used to evaluate resistance from a historical standpoint, starting with the colonial period and into the twenty-first century. Primary attention will be placed on the late twentieth century and twenty-first century to better understand how indigenous filmmakers, curators, scientists, healers, artists, and scholars use indigenous knowledge systems to contest Western conceptions of authority. Specific topics include indigenous film and media; indigenous feminisms; the use of indigenous perspectives in natural resource management; indigenous voices in the decolonization of museums; and the role indigenous communities play in educating the public of long-lived environmental contamination of water and other natural resources. The course will be designed to explore the voice and agency of indigenous peoples in each of the aforementioned fields, and to teach the validity of indigenous perspectives. While students will be introduced to indigenous case studies from around the world, primary attention will be given to Native American tribal groups in the United States. Prerequisite: Any ANTH 1000-level course.

**ANTH 3170 Applied Heritage Management (4 Credits)**

Considers the role of archaeology in preservation and the management of cultural resources in terms of legislation, ethics and practical application, with emphasis of the utility, necessity and reality of doing archaeology today in the public sector. Site report writing, governmental regulations and the business side of archaeology are stressed. Archaeological information from site reports and artifact analysis are compiled and presented in a digital format. Prerequisite: ANTH 2310.

**ANTH 3200 Human Origins and Evolution (4 Credits)**

Examines the fossil record for human evolution from 6 million years ago to the origin of modern Homo sapiens, including current theories, evidence and controversies. Considers the historical and sociological contexts of human evolutionary studies, popular myths and misconceptions, and alternative scenarios for the future evolution of the human species.

**ANTH 3225 Human Rights in Latin America (4 Credits)**

This course aims to provide students with an overview of human rights issues and how they have evolved in recent Latin American history, from the military dictatorships of the authoritarian period to contemporary challenges faced in the region's democracies. It also aims to place human rights concerns in a broader sociopolitical context. Many of today's human rights issues are rooted in the past, but others respond to new and emerging challenges. In this class, we will explore the roots and contemporary realities of human rights movements in Latin America. The examination of these topics should allow us to pose broader questions about the meaning of human rights in a globalized world, the efficacy of international instruments for rights enforcement, and the complex challenges that linger in the aftermath of authoritarianism and state-sponsored terror.

**ANTH 3232 Critical Latinidades: Current perspectives and debates on Latinx experience(s) in the U.S (4 Credits)**

This course will explore the history of the various Latinx communities in the United States, as well as examine current debates on Latinidad. The materials for this class include film, podcasts, news articles, poetry, and academic readings. We will begin by examining the historical mass migration/mass displacement of peoples from various Latin American countries, and then dive into current debates about the pan-ethnic identity that is Latinidad. Among the current debates is who is included/excluded in the mainstream representations of Latinidad as well as highlighting voices that are denouncing the limitations of this concept/identity. The materials, class lectures, and discussions will help us to begin to understand the complexities of Latinidad in the U.S.

**ANTH 3255 Ancient North America (4 Credits)**

This course examines the history of American Indian cultures from their earliest archaeological traces on this continent up to and including contact with European explorers and colonists.

**ANTH 3290 Art and Anthropology (4 Credits)**

Study of the concept of art and its multiple roles in society from a cross-cultural and historical perspective. Commodification of culture through tourism and the global art market; arts of resistance and survival; and cultural expression and community development.

**ANTH 3310 Indigenous Environment (4 Credits)**

The purpose of this course is to introduce students to particular environmental issues that affect indigenous peoples, including subsistence and economic issues; sacred lands; cultural property dilemmas; and the impact that use of traditional cultural properties by others—including nation-state governments, corporations and tourists—have on indigenous peoples' cultural and social integrity. Particular focus is on one of these issues—travel and particularly "ecotravel" and "ecotourism."

**ANTH 3320 Medical Anthropology (4 Credits)**

This course is an introduction to medical anthropology. As a professional and academic field, medical anthropology provides conceptual and analytical tools for a comprehensive understanding of health, illness and healing. It is concerned with the ways in which individual experience is inserted in social and historical contexts and it explores ideas and behaviors related to health in different societies and social groups, as well as the ways in which different groups organize their resources to face health-related needs in the context of their social and economic realities.

**ANTH 3330 Human Rights of Indg Peoples (4 Credits)**

This course introduces students to the concept and definition of "indigenous peoples." It covers the history of resistance, revitalization, and assertion of sovereignty by Indigenous peoples, and why the United Nations felt it necessary to adopt a "Declaration on the Rights of Indigenous Peoples" in 2007. It covers how indigenous identities and indigenous rights issues do or do not "fit" with internationally accepted definitions of human rights. The course will concentrate on the intersection of indigenous autonomy with globalization, neo-liberal ideologies, and nation-state policies. Case studies focus on Iroquois, Crees, Mayans, Mapuche, Zapatistas, Maoris, and Sami.

**ANTH 3350 Latin American Archaeology (4 Credits)**

Covers the prehistory of the Western Hemisphere south of the Mexico-U.S. border, from initial colonization of the hemisphere by Paleo-Indian people, to the origins of agriculture and the rise of civilization. Olmec, Mayan, Aztec, Chavin, Moche and Inca cultures are covered in detail.

**ANTH 3370 Social Inequalities and Social Justice in Latin America (4 Credits)**

This course uses an intersectional approach to the study of gender, class and ethnicity in Latin America. Intersectionality aims at understanding the interlocking relation between these and other variables, how they are rooted in historical and social structures, and are reproduced and resisted through individual and collective experience. The course aims at understanding history, culture and peoples with a special emphasis on examining their heterogeneity, and how such heterogeneity is also related to social inequality. It examines contemporary issues such as women and LGBTQ+ rights, Indigenous movements, human rights, migrations, and economics from the perspective of intersectionality.

**ANTH 3390 Geoarchaeology (4 Credits)**

Use of geological methods to interpret archaeological sites, ancient landscape reconstruction, study of environmental change and habitation.

**ANTH 3470 Applied Anthropology (4 Credits)**

The practical application of cross-cultural knowledge and awareness to the solution of social and cultural problems. Ethnographic methodologies, a review of the history of applied anthropology and a consideration of the ideological and ethical components of applied anthropology are covered.

**ANTH 3500 City and Society (4 Credits)**

Examines the recent past and future of the city as a human built environment that reflects and reproduces social, political, economic, and cultural forces and ideals. Begins with the origin of 'modern' cities in the 19th century and ends with contemporary urban landscapes. Analysis is focused on both the technologies (physical qualities) and aesthetics of urban form. Emphasis is on re-imagining urban design to meet the social equity, cultural diversity, and environmental sustainability challenges of 21st century city life.

**ANTH 3510 The Ancient City (4 Credits)**

The archaeological study of ancient cities around the world is a booming and controversial area of research. This course investigates what we know about the nature of the earliest cities in the great original cradles of civilization: Mesopotamia, Asia, Africa, and the Americas. Our focus is on how the first cities were planned, built, and experienced by citizens.

**ANTH 3540 The Nature of Language (4 Credits)**

Language as social, psychological, cultural phenomenon; relationship between cultures, semantics; language as medium of cultural unification; relationship between dialects, social structure.

**ANTH 3620 Ethnoarchaeology (4 Credits)**

Ethnography has often been used as an illustrative device to animate archaeological remains, or to develop models of human behavior, regardless of the geographic and chronological distance between the ethnographic and the archaeological data. This course addresses different perspectives and theories concerning the use of ethnoarchaeology to complement archaeological information. It aims to define the role of ethnoarchaeology in the study of human past; to establish an agenda of issues to which their use is relevant; and to provide a critical overview of major approaches to the use of ethnographic analogies and historical information in archaeology.

**ANTH 3630 Archaeological Method and Theory (4 Credits)**

This class presents methods for gathering archaeological data in the laboratory and then using a variety of theoretical approaches in its interpretation. Students gather archaeological data using museum collections from a variety of sites. Those artifacts include stone tools and ceramics as well as other environmental data and architectural information in a variety of environmental and landscape contexts. For each site studied students are presented with a body of theoretical literature from which to interpret these data. A variety of interpretative methods can potentially be chosen for each site, and in most cases there is no right answer, only answers that can be supported by the data collected and interpreted using the theoretical constructs read. All students are required to write up complete site reports for each project including all raw data collected in the analysis and theoretical approaches used in interpretation.

**ANTH 3640 Race and Human Evolution (4 Credits)**

Examines the history of thought about the nature and evolution of human racial differences and sexual characteristics, from the mid-19th century to the present day. Considers scientific and popular models for explaining the evolution of racial differences, male-female reproductive behavior and gender roles. These models are examined in light of comparative primate data, ethnographic data and the material record of human evolution. Prerequisite: ANTH 2010.

**ANTH 3655 Indigenous Feminisms (4 Credits)**

This course examines a wide array of Indigenous feminisms. Rather than think of Indigenous feminisms as one static thing, we will inspect the field from multiple viewpoints and perspectives. We will draw from various thematic and transnational contexts across the Americas and Native Pacific in order to analyze the scope and significance of such knowledges, particularly as they relate to broader theories and practices of decolonization. We will begin by examining the foundational inquiries and methods of Indigenous feminist scholarship. Is gender a useful category of analysis? How have Indigenous women thought of gender? How have Indigenous women thought about, and responded to, feminism? With an emphasis on Indigenous scholars and feminists, we will cover a range of topics including (but not limited to) how Indigenous feminism fits into the feminist project, the connection between colonization and violence against Native women, the reclamation of women's initiations, gender and sovereignty, queer indigeneity, Indigenous feminist allies, and decolonial love. We will draw from readings across feminist movements, and as feminist Kanaka Maoli Professor Lani Teves says, we will attempt to "make links between Indigenous feminisms and Latinx feminisms, Black feminisms, and transnational feminisms. Rather than shy away from the tensions that emerge between multiple feminisms, instead we will attempt to cultivate nodes of alliance and solidarity to diversify our feminist tactics."

**ANTH 3660 Anthropological Theory and Context (4 Credits)**

History and development of particular schools of thought, paradigms, methods and methodologies that characterize contemporary anthropology. Intellectual, artistic developments, world-wide sociopolitical and economic processes that shaped much of anthropological thinking of the times. Research methods in reconstruction of human history and qualitative ethnographical research.

**ANTH 3661 Museums and their Visitors (4 Credits)**

This course is designed to be a comprehensive introduction to museums and their approaches to serving visitors, primarily through exhibitions and education. It examines current research and museum practice as it relates to the museum as an environment for meaningful visitor experiences and learning. The course is organized around the following core issues: (1) What do visitor experiences look like in a museum context? (2) How do museums design for different audience types? (3) What do we learn from assessing visitors' experiences? (4) How do objects, ideas and spaces affect visitor learning and experiences? Cross listed with ARTH 3661.

**ANTH 3680 Quantitative Methods-Anthropology (4 Credits)**

The use of statistics in all branches of anthropology; data screening; parametric and nonparametric statistics. Prerequisite: any course in basic statistics.

**ANTH 3701 Topics in Anthropology (4 Credits)**

Specialized topics in anthropology. Check with the Department of Anthropology or the Schedule of Classes for further information; open to students who are non-majors; may be repeated for credit.

**ANTH 3702 Topics in Anthropology (4 Credits)**

Specialized topics in anthropology. Check with the Department of Anthropology or the Schedule of Classes for further information; open to students who are non-majors; may be repeated for credit. Prerequisite: ANTH 1010.

**ANTH 3703 Topics in Anthropology (4 Credits)**

Specialized topics in anthropology. Check with the Department of Anthropology or the Schedule of Classes for further information; open to students who are non-majors; may be repeated for credit. Prerequisite: ANTH 1010.

**ANTH 3742 Museum Exhibit Development (4 Credits)**

Introduces general principles of planning, development, production and evaluation of museum exhibits. Explores design elements and methods of evaluation. Students have the opportunity to do exhibit mockups and exhibit evaluation.

**ANTH 3743 Managing Collections (4 Credits)**

Principles and methods regarding acquisition, documentation, conservation and accessibility of collections. Law, registration methods, computerization, policy, development, ethics and preventive conservation are also discussed.

**ANTH 3750 Ethnographic Methods (4 Credits)**

In this course, students study the art and science of ethnographic research methods, conduct quarter-long field research projects, and write practice ethnographies. The course requires students to apply the American Anthropological Association's Code of Ethics in their research and to write Institutional Review Board applications for their projects. Course readings include texts on ethnographic methods as well as controversial and exemplary ethnographic publications for student dissection and debate.

**ANTH 3790 Field Methods in Archaeology (4 Credits)**

The purpose of this class is to introduce students to archaeological field methods through a combination of readings, lecture, discussion, and hands-on experience. Training begins with issues of archaeological ethics, legal mandates, and research designs. Students then transition to learning skills and methods both in the classroom and in the field. Methods you will learn will include the basics of site survey and mapping, testing, excavation, artifact recovery and field processing, and data recording in the field. Cross-listed with ANTH 1790. Prerequisite: ANTH 2310.

**ANTH 3791 Critical Perspectives in Museum Studies (4 Credits)**

This course critically explores museums and heritage complexes as sites of cultural production and consumption at different historical moments and in diverse cultural and national settings. Special attention is given to contemporary issues, debates, and approaches in the context of museum anthropology and heritage studies. The term museum is used to include a wide range of heritage projects that do not rely only on the traditional institution established to collect, conserve and exhibit material culture, but includes intangible heritage, historic built environment and event natural environment that was used and marked by human action.

**ANTH 3800 Capstone Seminar Anthropology (4 Credits)**

This seminar brings anthropology to bear on a topic of special significance. It assesses grasp of the key concepts, theories and insights of anthropology, and critically reflects on the nature and history of the discipline. Prerequisite: Senior standing.

**ANTH 3850 We are Family: Anthropological Perspectives on Kinship and Relations (4 Credits)**

Anthropologists have long been fascinated with defining who is related to whom. In the first half of this course, we will read works by leading historical anthropologists in order to gain an understanding of the various ways kinship has been defined in anthropology and defined in a diversity of cultures. These works will help us understand various kinship systems throughout the world and explore how anthropologists have worked with the concept of relatedness. This course will then turn to contemporary issues and we will devote our time to investigating current kinship studies of relatedness and how this applies to new reproductive technologies (like surrogate mothers, IVF, etc), and adoption.

**ANTH 3875 Research Methods in Anthropology (4 Credits)**

This course offers an in-depth introduction to anthropological research methods with the aim of providing students with the tools necessary to design a coherent research proposal. Starting with the notion that anthropological research is a scientific endeavor, the course offers knowledge and skills that allow for a systematic application of qualitative and quantitative methods to respond to research questions. Students will learn when and how to use one method, as well as the implications of doing it. Students will also learn how to critically read research reports that use qualitative, quantitative, or mixed methods. The course is organized in two portions. The qualitative portion will focus on a detailed exploration of the continuum that goes from posing a research question, choosing a methodology, carrying it on, and reporting the results. The quantitative portion is concentrated on collecting numerical data, methods of which are often based on a qualitative understanding of people. Quantitative analysis will present tools used to take readings, acquire data, observations, and other information necessary to test hypotheses about people, cultures and how we can understand them from their material remains. The purpose of the quantitative part of the class is to determine what is statistically significant and what ideas about people are supportable using the scientific method. This course is required for all anthropology graduate students, and suggested for advanced undergraduates who are working on senior theses, and have an interest in anthropological research. The course is also open to non-anthropology students interested in anthropological research.

**ANTH 3880 Culture, Ecology, Adaptation (4 Credits)**

This course is organized around these concepts: "ecology," "adaptation," "landscape," "technology," "artifact," and "architecture." The course focuses on defining and examining adaptation and the role of culture and technology in achieving adaptations, or in not achieving them. This focus will be especially pursued with respect to the concept of landscape—that is, culturally defined physical space—and the cultural artifacts that interpret and modify it in the course of human adaptation to its ecological components.

**ANTH 3890 Context of Material Culture (4 Credits)**

Examines how material culture both reflects and actively structures political, economic and cultural life. Considers the relationship between people and their material culture (portable objects, non-portable objects, buildings, socially-created landscapes) in Western, non-Western, ancient, and contemporary cultural contexts. Reading materials draw from the fields of ethnology, archaeology, folklore, geography, history, art and architecture.

**ANTH 3980 Internship (1-8 Credits)****ANTH 3981 Museum Internship (1-6 Credits)****ANTH 3988 Study Abroad Resident Credit (0-18 Credits)****ANTH 3990 Summer Field School-Archaeology (4-6 Credits)**

Archaeological excavation, survey and recordings; analysis and conservation of artifacts in the field.

**ANTH 3991 Independent Study (1-15 Credits)****ANTH 3995 Independent Research (1-10 Credits)**

## Arabic (ARAB)

**ARAB 1001 Elementary Arabic (4 Credits)**

The elementary Arabic three-quarter sequence aims at building practical communication skills to interact with speakers of Arabic and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Considering the diglossic nature of Arabic, students learn to speak in the Levantine dialect and read and write in Modern Standard Arabic, just like native speakers do. Students will also explore and reflect on Arabic cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Arabic sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Arabic context, operating at the novice high to intermediate low proficiency level. Arabic 1001 is designed for students with no prior knowledge of Arabic. Students with experience with the Arabic language should complete the placement test to determine the appropriate course level for their background.

**ARAB 1002 Elementary Arabic (4 Credits)**

The elementary Arabic three-quarter sequence aims at building practical communication skills to interact with speakers of Arabic and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Considering the diglossic nature of Arabic, students learn to speak in the Levantine dialect and read and write in Modern Standard Arabic, just like native speakers do. Students will also explore and reflect on Arabic cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Arabic sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Arabic context, operating at the novice high to intermediate low proficiency level. Prerequisite: ARAB 1001 or equivalent.

**ARAB 1003 Elementary Arabic (4 Credits)**

The elementary Arabic three-quarter sequence aims at building practical communication skills to interact with speakers of Arabic and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Considering the diglossic nature of Arabic, students learn to speak in the Levantine dialect and read and write in Modern Standard Arabic, just like native speakers do. Students will also explore and reflect on Arabic cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Arabic sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Arabic context, operating at the novice high to intermediate low proficiency level. Prerequisite: ARAB 1002 or equivalent.

**ARAB 1350 From Iraq to Morocco: Arabic Culture and Society Through Film (4 Credits)**

This course examines cultural and societal aspects of the Middle East and North Africa and presents this vast area as a broad and diverse region with diverse history, religion, and culture. Students will learn how to approach films ethnographically by subjecting each movie to a rigorous social analysis. Among topics covered are colonialism and its lasting effects, child trafficking, religion, wars, Arab-Israeli conflict, and women in the Middle East. Screening of Arabic films with English subtitles is a central part of the course. Assigned readings are designed to provide background on the particular historical and cultural contexts in which the films are produced. The course will bring awareness and/or shatter the multiple stereotypes surrounding the Arabs; but additionally, the discussions will transcend national borders and uncover social issues that may be more severe in the Arab world, but are universal and certainly not unique to the Middle East and North Africa. The course is in English and open to all interested. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARAB 1351 Tales from the Arabian Nights: Reading across Time and Space (4 Credits)**

No doubt that through their magical transformations and marvelous plots, the stories of the Arabian Nights, also known as One Thousand and One Nights, have a great entertainment value and that the imaginary setting of the tales has fascinated and inspired many authors and artists. However, this collection of stories has also significantly contributed to how the West views the Middle East: an exotic world populated by negative images such as conniving and manipulating harem women and violent and unscrupulous Arab men. The Tales of the Arabian Nights provide a unique platform for the discussion of current issues such as orientalism, stereotyping, and gender discrimination. In this course, we will select a handful of stories to serve as a catalyst for inquiry to show how this shared narrative passed on from generation to generation, has contributed to the creation of an 'exotic' East invented by the colonial West. We will show that the Middle East, like the rest of the world, is in a state of flux and the text is not a historical account of the medieval Arab world and cannot be viewed a-historically. We will unveil all the stereotypes that have been subtly, or not so subtly, implanted in the mind of the west through an often-erroneous portrayal of the Arab world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARAB 2001 Intermediate Arabic (4 Credits)**

Continued study of Arabic language with an enhanced cultural component. Two quarter sequence. Prerequisite: ARAB 1003 or equivalent.

**ARAB 2002 Intermediate Arabic (4 Credits)**

Continued study of Arabic language with an enhanced cultural component. Two quarter sequence. Prerequisite: ARAB 2001 or equivalent.

**ARAB 2100 Conversation & Composition (4 Credits)**

This is the third quarter of the second year. Intensive practice in oral skills and grammar review. Writing, discussion and reading based on a topic or topics in Arabic language and culture. Increased attention paid to writing skills. Prerequisite: ARAB 2002, equivalent, or permission of instructor.



**ARAB 3700 Topics in Arabic (1-4 Credits)**

**ARAB 3701 Topics in Arabic (1-4 Credits)**

**ARAB 3702 Topics in Arabic (1-4 Credits)**

**ARAB 3703 Topics in Arabic (1-4 Credits)**

**ARAB 3704 Topics in Arabic (1-4 Credits)**

**ARAB 3991 Independent Study (1-5 Credits)**

## **Army ROTC (RTC1)**

**RTC1 1011 Adventures in Leadership 1 (1-3 Credits)**

Introduces fundamentals of leadership and the United States Army. Examines its organization, customs and history as well as its current relevance and purpose. Students also investigate basic leadership and management skills necessary to be successful in both military and civilian settings. Includes fundamentals of Army leadership doctrine, team-building concepts, time and stress management, an introduction to cartography and land navigation, marksmanship, briefing, techniques and some basic military tactics.

**RTC1 1021 Adventures in Leadership 2 (0-3 Credits)**

Continues the investigation of leadership in small organizations. Covers selected topics such as basic troop leading procedures, military first aid and casualty evacuation concepts, creating ethical work climates, an introduction to Army organizations and installations, and a further examination of basic military tactics. Introduces students to effective military writing styles.

**RTC1 2031 Methods of Leadership and Management 1 (1-4.5 Credits)**

Comprehensively reviews advanced leadership and management concepts including motivation, attitudes, communication skills, problem solving, human needs and behavior, and leadership self development. Students continue to refine effective written and oral communications skills and to explore topics such as the basic branches of the Army, and officer and NCO duties. Students conduct classroom and practical exercises in small unit light infantry tactics and are prepared to perform as midlevel leaders in the cadet organization.

**RTC1 2041 Methods of Leadership and Management 2 (0-4.5 Credits)**

Focuses on leadership and management functions in military and corporate environments. Studies various components of Army leadership doctrine to include the four elements of leadership, leadership principles, risk management and planning theory, the be-know-do framework, and the Army leadership evaluation program. Continue to refine communication skills.

**RTC1 3052 Military Operations and Training 1 (0-4.5 Credits)**

Further explores the theory of managing and leading small military units with an emphasis on practical applications at the squad and platoon levels. Students examine various leadership styles and techniques as they relate to advanced small unit tactics. Familiarizes students with a variety of topics such as cartography, land navigation, field craft and weapons systems. Involves multiple, evaluated leadership opportunities in field settings and hands-on experience with actual military equipment. Students are given maximum leadership opportunities in weekly labs. Instructor permission required.

**RTC1 3062 Military Operations and Training 2 (0-4.5 Credits)**

Studies theoretical and practical applications of small unit leadership principles. Focuses on managing personnel and resources, the military decision making process, the operations order, and oral communications. Exposes the student to tactical unit leadership in a variety of environments with a focus on preparation for the summer advance camp experience. Instructor permission required.

**RTC1 3072 Adaptive Leadership (0-4.5 Credits)**

This course focuses on developing leaders of character that will excel in a complex, ambiguous and dynamic future operating environment. While centered on leadership within the military, and designed to ensure future second lieutenants are prepared for their professional responsibilities, the course develops universal leadership attributes. We will discuss personal growth, effective communication, critical thinking, problem solving, and ethical leadership. The objectives of the course are to understand basic leadership principles – to include knowledge of one's self as well as techniques to effectively influence others, improve communication – both written and oral, enhance the ability to analyze issues, articulate a problem, extrapolate pertinent information, make valid assumptions to overcome knowledge gaps, identify potential solutions and develop a way forward, and improve inter-personal dynamics; work effectively as a team. Instructor permission required.

**RTC1 3082 Leadership in a Complex World (0-4.5 Credits)**

Continues RTC1 3072 study by focusing on developing leaders of character that will excel in a complex, ambiguous, and dynamic future operating environment. The course will center on Students' understanding of their environment. The objectives of the course are to understand organizational leadership principles – to include leading diverse teams, leading change, and creating a vision, improve communication – both written and oral, enhance one's understanding of the contemporary operating environment, gain an appreciation for other actors in the national security arena; appreciate cultures of other military services as well as civilian organizations and agencies, and improve inter-personal dynamics; work effectively as a team. Instructor permission required.

**RTC1 3090 Military Theory and Tactical Leadership (0 Credits)**

Application of military domain knowledge, small unit leadership skills and education on various subjects germane to military operations. Examination of military tactics, techniques and procedures to better understand how to successfully accomplish multiple military requirements. Instructor consent required. Co-requisites: One of RTC1 1011, RTC1 1021, RTC1 2031, RTC1 2041, RTC1 3062, RTC1 4072 or RTC1 4082.



## Art - Studio (ARTS)

### ARTS 1015 Thinking & Making in the Visual Arts (4 Credits)

This course explores the language of the visual arts and how it can be used to communicate ideas about culture, history and the personal. Through hands-on exercises and experimentation in different media students create visual art works that interpret the world around them. This course focuses on different areas of the visual arts that change its focus depending on the area of expertise of the faculty teaching it. (Example: drawing, painting, printmaking, photography, ceramics, sculpture.) Students leave the course with a broader understanding of the visual arts, past and present. Students also leave with a more in-depth understanding of the creative process that will inform other areas of studies throughout the University and which will enrich their lives long into the future. Lab fee. This course counts toward the Analytical Inquiry: Society and Culture requirement.

### ARTS 1100 2-D Approaches (4 Credits)

Students are introduced to the elements of design, vocabulary of art and visual analysis. Explorations of the formal language of two-dimensional media include color, digital processes and mark making. Students also develop an understanding of compositional strategies, materials and processes. Verbal and written exercises supplement group activities and visual learning. Students explore across material boundaries. Increasing emphasis is placed on subjectivity, content and conceptual development. Lab fee. No prerequisites.

### ARTS 1200 3-D Approaches (4 Credits)

Students are introduced to spatial thinking, the fundamentals of structure and construction, and the formal language of three dimensional forms. Applying a variety of materials, explorations include additive and subtractive methods, basic mold making, and an introduction to hand and power tools. Verbal and written exercises supplement the Studio environment and visual learning, and basic digital methods and color relationships are explored. Emphasis is placed on subjectivity, artistic choice and craft, alongside the beginnings of content and conceptual development. Lab fee. No prerequisites.

### ARTS 1250 Drawing (4 Credits)

Fundamental drawing practice and history based on selected exercises, slide presentations, comprehensive group/individual critiques and workshops. Still-life and figure drawing are covered in this course. Projects focus on ways to comprehend and draw three-dimensional forms, with emphasis on conceptual issues and use of materials. This class is required of all majors in studio art prior to taking upper-level courses. It is also required of all EDP students.

### ARTS 1300 Concepts (4 Credits)

Students integrate the skills and principles acquired from ARTS 1100 and ARTS 1200. Two topics are explored: 'Culture & Context' and 'Time, Space & Duration'. A greater complexity of studio activity is stressed through collaborative exercises and individual approaches to themes. Greater exploration of context and concept is expected, with emphasis on visual communication and personal awareness. Lab fee. Prerequisites: ARTS 1100 and ARTS 1200.

### ARTS 1400 4D Approaches (4 Credits)

Students are introduced to the fundamental principles of four-dimensional art and design through a survey of concepts, techniques, and practices. Emphasis is placed on critical thinking, creative problem-solving, and experimentation through investigations of technological form and innovation, time and motion, and the ephemeral. Verbal and written exercises supplement group activities and visual learning. Lab fee. No prerequisites.

### ARTS 1988 Study Abroad Resident Credit (0-18 Credits)

### ARTS 2000 Open Media Studio (4 Credits)

This course is a topic driven, interdisciplinary research studio. Students investigate the topic and their relationship to it in a variety of media, and supplement their inquiry with research that occurs outside the classroom. An exploration of different processes, materials, expression and connection with the larger world is emphasized. Lab fee. All students must complete ARTS 1300 first.

### ARTS 2045 Intermediate Drawing (4 Credits)

This course covers a wide range of materials and ideas, both traditional and experimental. Emphasis is divided between technical and conceptual issues, building on the skills established in ARTS 1250 Drawing. Lab fee. Prerequisite: ARTS 1250 or permission of instructor.

### ARTS 2055 Color (4 Credits)

Color is a studio-based course focused on developing a more sophisticated and practical understanding of how colors act on us and vice versa, physiologically, psychologically, emotionally and culturally. It is designed specifically to enhance the abilities of people who work with color, be they painters, web designers, video artists, art historians, art therapists or conservators. However, because of the intentionally basic level of art skills involved, this is a course that is also taken by non-art majors with success. It includes in-class color work that retrains students in their ability to "see" more color and to become confident in their ability to interpret and manipulate color for any specific need. In addition, there is required reading on the physics of color, and discussion of the historical influences and legacy of color in primarily Western culture. Lab fee. Majors should complete ARTS 1250 and ARTS 1300 first.

### ARTS 2115 Introduction to Oil Painting (4 Credits)

Introduction to Oil Painting builds on the ideas and skills learned in Drawing. Working with oil paint, students explore the possibilities of creating the illusion of three-dimensional form and space on the flat surface of a canvas. Emphasis is on really looking to heighten one's visual awareness of the physical world and seeing the effects light has on form, color and space. Students work from objects, the human form (models), imagination and art history. Critical abilities will be developed as students learn to think, speak and write about art. Discussions and critiques explore the social, political and the expressive possibilities of art-making. Students are given individual work-space to focus and develop their paintings. Students complete paintings in and out of class; contemporary and historical artists' work is explored, and students visit an area museum or gallery. Lab fee.

**ARTS 2215 Relief Printmaking (4 Credits)**

Concentration on selected areas of relief printmaking and related contemporary attitudes. This course covers relief, ranging from linoleum and woodcut processes to experimental approaches. Group and individual critiques. Digital image presentations. Examination of actual prints. Lab fee. Prerequisite: ARTS 1250 or permission of instructor. Art majors must also complete ARTS 1300 first.

**ARTS 2225 Intaglio Printmaking (4 Credits)**

Concentration on selected areas of Intaglio printmaking. Emphasis is placed on conceptual and technical development, and on personal expression through this medium. Group and individual critiques. Digital image presentations. Examination of actual prints. Lab fee. Prerequisite: ARTS 1250 or permission of instructor. Art majors must also complete ARTS 1300 first.

**ARTS 2235 Screen Printing (4 Credits)**

This course focuses on water-based screen printing and its applications in a workshop/studio intensive atmosphere. Group and individual critiques. Digital image presentations. Examination of actual prints. Lab fee. Prerequisite: ARTS 1250 or permission of instructor. Art majors must also complete ARTS 1300 first.

**ARTS 2415 Introduction to Photography (4 Credits)**

This class presents the basic concepts of photographic practice and discourse regarding; the historical, cultural and personal impact of photography. The goals are: introduce camera basics: digital photography workflow; (camera, image processing and digital printing); creative cell phone photography; online book publishing; development of an artistic and aesthetic way of seeing; engagement in critical analysis of photography; and most importantly, have fun learning a new skill. Participants will practice basic principles of photography, such as; camera, lighting and composition. Basics of Adobe Photoshop and Lightroom will be presented as post-production editing tools. Emphasis will be on the production of socially engaged photography projects, from conception to print. Creation of a final portfolio will be required, either as an edited selection of prints, or published online. Creation of a personal website will be encouraged. Community engaged collaboration may be a component of this course. Collaboration with another DU class may also be a component. No prerequisites. MUST HAVE A DIGITAL CAMERA WITH MANUAL METERING CAPABILITY. If you are unable to meet this requirement, please contact the professor. Lab fee. Art majors must complete ARTS 1250 and ARTS 1300 first.

**ARTS 2445 Digital Photography and Experimentation (4 Credits)**

This course continues to build upon the concepts and techniques investigated in ARTS 2415 Introduction to Photography. Students gain an understanding of digital photography and the use of Adobe Photoshop in the process of making art. Through labs and classroom demonstrations this course is designed to improve student's skill level as an artist/photographer, both technically and conceptually. Projects are viewed and discussed in critique sessions. Students must have a digital camera with manual metering capabilities. Lab fee. Prerequisite: ARTS 2415 Intro to Photography or permission of instructor (this requires demonstrating your proficiency in photography via a portfolio or website).

**ARTS 2515 Introduction to Ceramics (4 Credits)**

This course investigates the unique, material nature of clay as a medium for exploring artistic concepts and ideas. Studio assignments and demonstrations introduce several basic handbuilding methods as well as glazing and firing techniques. This course provides the fundamentals upon which students build their own direction and invention. Emphasis is on experimentation and individuality. Lab fee. Majors must complete ARTS 1250 and ARTS 1300 first.

**ARTS 2535 Ceramics: Food and Function (4 Credits)**

Gastronomy is the study of the relationship between culture and food. In this class, we explore gastronomic objects associated with food, both functional and sculptural. The importance of food is intimately involved with our concepts and design choices. Studio assignments and demonstrations serve as springboards for the student's own research and interpretations. Students use many different technical approaches such as throwing, handbuilding, casting as well as mixed media. Ultimately, students investigate, create and EAT! Lab fee. Prerequisite: ARTS 2515 or permission of instructor.

**ARTS 2555 Ceramics: Multiples (4 Credits)**

This course investigates the many aspects of working with repetition and multiples. Assignments fall under the headings of Repetition, The Series, The Unit and The Collection. Students learn mold making and slipcasting techniques in addition to handbuilding and glazing. Students develop ideas on a conceptual level first and then move into building their pieces, combining the appropriate construction methods to realize their ideas. Lab fee. Prerequisite: ARTS 2515 or permission of instructor.

**ARTS 2565 Ceramics: Surface (4 Credits)**

This course explores the ceramic surface as a canvas for decoration and narrative in both functional and sculptural forms. Students do extensive exploration and experimentation combining traditional ceramics techniques with those of drawing and printmaking. Students develop ideas on a conceptual level first and then move into creating their pieces, combining the appropriate methods to realize their ideas. Lab fee. Prerequisite: ARTS 2515 or permission of instructor.

**ARTS 2615 Introduction to Sculpture (4 Credits)**

This course offers a supportive but critical context to extend students' understanding of three dimensional form and its creation. Building on construction methods and spatial relationships formed in ARTS 1200, the course emphasizes the experiential and conceptual aspects of sculpture, and the interrelationship of ideas, form, material and technical means. Lab fee. Prerequisite: ARTS 1200. Majors should complete foundations sequence first (ARTS 1100, ARTS 1200, ARTS 1250, ARTS 1300).

**ARTS 2645 Mold Making and Casting (4 Credits)**

This course explores moldmaking and casting as a way to reproduce sculptural form and generate meaning. In this class, students are introduced to techniques for reproducing form such as open face molds, two-part molds, and castings from life. Students learn to express ideas by exploring the conceptual significance of material and form. Assignments teach technical skills while fostering conceptual development. Course content introduces students to contemporary artists and critical dialog.

**ARTS 2701 Topics in Studio Art (4 Credits)**

Selected topics in studio art research. May be repeated to a maximum of 12 credits.

**ARTS 2775 Integrated Practice (4 Credits)**

The overall approach of Integrated Practice (IP) is to offer students ways to articulate their individual "non-art" degree interests and knowledge as artistic outcomes. Modeled as a Studio course in format (curiosity, research, and making) the course encourages the expression of knowledge in other areas (Biology or International Studies, for example) through the vehicle of art. Additionally, the course offers students opportunities to pursue and further existing art skills and experiment with new ones, so choices of medium and process are flexible. For example, if a student enjoys photography or sculpture, there will be options to explore the projects using those mediums or technical approaches. Projects in IP will examine different means to translate non-visual knowledge to that which is visual or tangible. Examples may include ways to visualize "data" (broadly), exploring the approaches of mapping to examine the real and the imaginary, and more site-specific/interactive means of addressing ideas of place. There are options for 2 dimensional, 3 dimensional and virtual explorations of ideas, building further bridges between disciplines. Overall, the course encourages a holistic synthesis between "non-art" knowledge (academic or otherwise) and art making practice. Course pre-requisites include at least two prior ARTS (Studio) courses and/or permission of the instructor.

**ARTS 2988 Study Abroad Resident Credit (0-18 Credits)****ARTS 3055 Advanced Drawing (4 Credits)**

Working with a variety of materials and techniques, students hone their drawing skill and at the same time create finished drawings defined by content. Problems posed encourage independent thinking, experimentation and the development of a personal technical base. Lab Fee. Prerequisite: ARTS 2045 or ARTS 3065 or permission of instructor.

**ARTS 3065 Life Drawing (4 Credits)**

An intensive course in drawing the human figure, clothed and unclothed, to explore the human form in terms of proportion, movement, light and shadow, composition, color and personal expression. Students experiment with a range of materials. Lab Fee. Prerequisite: ARTS 1250 or permission of instructor.

**ARTS 3125 Figure Painting (4 Credits)**

An intensive course in painting the human body--the most timeless subject of art. Students work mainly in oils and experiment with a variety of surfaces and techniques. Students also investigate line, proportion, light and shadow, composition and color. Final project: life-size painting of two figures. Lab fee. Prerequisite: ARTS 2115 or ARTS 3065 or permission of instructor.

**ARTS 3145 Painting Workshop (4 Credits)**

Concentration on selected techniques and approaches to painting. Topics change. Course may be repeated to a maximum of 12 credits. Lab Fee.

**ARTS 3245 Printmaking Workshop (4 Credits)**

This upper-level course focuses on various topics and processes as the definition of contemporary printmaking evolves. Subjects such as lithography or intermediate screen printing, photo-based prints, or current themes relevant to printmaking are possible core formats for the course. Group and individual critiques, digital image presentations and examination of prints and reproductions. Lab fee. Prerequisites: sophomore standing and ARTS 1250 or permission of instructor. Art majors must also complete ARTS 1300 first. Course may be repeated to a maximum of 12 credits.

**ARTS 3347 Professional Practice (4 Credits)**

This course is required of BFA studio art majors and is open to BA art majors. It covers practical artist survival skills, including resume and cover letter writing, exhibition proposals, documentation of art work, artist statements, portfolio development and professional presentation of self and work. The course is reinforced by field trips and guest speakers who introduce both academic and non-academic art experiences and professions. Lab fee.

**ARTS 3348 Senior Practicum in the Visual Arts (4 Credits)**

Required for all studio BFA candidates. Students are expected to begin research and investigation for work that may be included in the BFA exhibitions. Emphasis is placed on a three-pronged assessment consisting of Idea/Concept/Voice, Theory/History/Research and Craft/Technique. Lab fee.

**ARTS 3349 Senior Seminar in the Visual Arts (4 Credits)**

Required for all studio BFA candidates. Students pursue work individually and demonstrate a synthesis of ongoing research, demonstrate development and participate in structured weekly critiques with other studio BFAs and faculty. This work is a meaningful extension of fall and winter quarters and extends beyond the installation of BFA exhibition. Emphasis is placed on discussions and critiques centered on the three-pronged assessment initiated in winter quarter of Idea/Concept/Voice, Theory/History/Research and Craft/Technique. Lab fee.

**ARTS 3450 Portrait Photography (4 Credits)**

This course continues to build upon the concepts and techniques investigated in ARTS 2415 Introduction to Photography. The class focuses on the genre of photographic portraiture. Through labs and classroom lectures, many interpretations of portraiture are covered. Projects are viewed and discussed in critique sessions. Students must have a film or digital camera with manual metering capabilities. Lab fee. Prerequisites: ARTS 2415 and any one of the following: ARTS 2425, ARTS 2435, ARTS 2440, ARTS 2445, or permission of the instructor (requires demonstrating proficiency in photography via a portfolio or website).

**ARTS 3452 Photography and Society (4 Credits)**

This course celebrates the enduring tradition of social documentary photography and visual storytelling. Participants will practice basic principles of photography, such as; camera, lighting and composition. Basics of Adobe Photoshop and Lightroom will be presented as post-production editing tools. Contemporary Social Documentary Photography practice will be positioned within the context of the history of photography. Emphasis will be on the production of socially engaged photography projects, from conception to print. Creation of a final portfolio will be required, either as an edited selection of prints, or published online. Creation of a personal website will be required. Community engaged collaboration will be a component of this course. Collaboration with another DU class may also be a component. No prerequisites. This course may satisfy one requirement for a Photography and Society Certificate. "Photography and Society." Students must have a digital camera with manual metering capability; contact the professor if you cannot meet this requirement.

**ARTS 3455 Photography Workshop: Alternative Processes in Photography (4 Credits)**

Concentration on selected techniques and approaches to photography. Topics change. Projects are viewed and discussed in critique sessions. Students must have a film or digital camera. Course may be repeated to a maximum of 12 credits. Lab fee. Prerequisites: ARTS 2415 Introduction to Photography or permission of the instructor (requires demonstrating proficiency in photography via a portfolio or website).

**ARTS 3555 Ceramic Workshop (4 Credits)**

Concentration on selected techniques and experimental approaches to ceramics. Topics change. Course may be repeated to a maximum of 12 credits. Lab fee. Prerequisite: ARTS 2515 or approval of instructor.

**ARTS 3635 Advanced Sculpture (4 Credits)**

This advanced course emphasizes the experiential and conceptual aspects of sculpture, and the interrelationship of ideas, form, material and technical means. Course content supports in-depth student research into contemporary art and fosters critical dialog. Lab fee. Prerequisites: ARTS 2615. Majors should complete the foundations sequence first (ARTS 1100, ARTS 1200, ARTS 1250, ARTS 1300).

**ARTS 3645 Advanced Mold Making & Casting (4 Credits)**

This course explores moldmaking and casting as a way to reproduce sculptural form and generate meaning. In this class, students are introduced to advanced techniques for reproducing form such as multiple part molds and rotocasting. Students hone their ideas by exploring the conceptual significance of material and form. Assignments teach technical skills while fostering conceptual development. Course content supports in-depth student research into contemporary art and fosters critical dialog.

**ARTS 3655 Sculpture Workshop (4 Credits)**

Concentration on selected techniques and experimental approaches to sculpture. Topics change. Course may be repeated to a maximum of 12 credits. Lab fee.

**ARTS 3701 Topics in Studio Art (4 Credits)**

Selected topics in advanced studio art research. Course may be repeated to a maximum of 12 credits. Lab fee. Prerequisite: instructor's permission.

**ARTS 3865 Senior Project: Conservation (4 Credits)**

Required for, and limited to, BFA pre-art conservation majors. It is normally taken spring quarter of the senior year. The student works with a professional art conservator on a major conservation project that will become part of his or her portfolio and will be exhibited in the senior BFA exhibition.

**ARTS 3915 Advanced Problems in Art (1-5 Credits)**

This course is for students who have completed all 3000-level courses in a given area of concentration to show proficiency and wish to pursue more advanced work. A proposal form must be obtained from the art office and signed by the instructor and the Director of the School of Art and Art History before the student registers for this course. Variable credit. May be repeated to a maximum of 12 credits. Lab fee.

**ARTS 3960 Conservation Internship (4 Credits)**

The internship is normally taken during the fall of a major's senior year, under the direction of a professional Conservator, either in private practice or in a conservation department. Students should work closely with their advisor to arrange the Conservation Internship during the quarter before it will be taken. The student works on a wide variety of materials and problems in conservation during this internship, gaining as varied an experience as possible and developing a professional portfolio. Must be a BFA major in Pre-Art Conservation.

**ARTS 3966 Studio Art Travel (1-4 Credits)**

A travel course to selected locations to visit galleries, museums and artists' studios. Location and content of course change. Variable credit. May be repeated to a maximum of 12 credits. Lab fee.

**ARTS 3980 Studio Art Internship (1-4 Credits)**

The student is responsible for locating the internship and gaining approval for it, using the internship guidelines and contract form in the art office. Typical internships have been located in commercial galleries, fine art printmaking houses, professional artists' studios and non-profit arts organizations.

**ARTS 3988 Study Abroad Resident Credit (0-18 Credits)****ARTS 3991 Independent Study (1-6 Credits)**

Supervised studies not addressed in this catalog of classes. Advanced projects must be faculty approved. Permission/registration form is available from the Office of the Registrar.

**ARTS 3999 Exit Survey (0 Credits)**

All majors in the School of Art and Art History are required to register for ARTS 3999 during their final quarter of study at the University of Denver. The course is completed by taking the online exit survey. It does not bear credit; no tuition is assessed and no grade is given. Majors cannot graduate until they complete this requirement. The information from this anonymous survey is used by the school to improve its programs. We greatly appreciate our students' help in this regard.

## Art History (ARTH)

**ARTH 1010 Images of Culture (4 Credits)**

This course looks at artistic creations as an expression of cultural traditions and beliefs. Instead of viewing art as the result of unique geniuses, the fruit of inspired individuals, we explore how artistic objects reflect the ideas of the times and social values held by the society in which they appear. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1020 Highlights of Medieval Art (4 Credits)**

The era known as the Middle Ages spans over a thousand years and includes many significant works in the history of art. This class endeavors to investigate the ways in which works of medieval art construct and convey meaning. In order to explore these ideas in greater depth, the class focuses on specific works of art that illustrate the rich complexities of the ways in which images convey meaning and the ways of understanding these meanings. As such, it is intended to provide an introduction to ways of reading and interpreting images. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1030 Highlights of Renaissance Art (4 Credits)**

The period known as the Renaissance witnessed the production of a tremendous number of artistic masterpieces, but also the formulation of the study of the history of art and the development of art theory. This class endeavors to investigate the ways in which works of Renaissance art construct and convey meaning. In order to explore these ideas in greater depth, the class focuses on specific works of art that illustrate the rich complexities of the ways in which images convey meaning and the ways of understanding these meanings. As such, it is intended to provide an introduction to ways of reading and interpreting images. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1040 Sacred Spaces in Asia (4 Credits)**

This course explores a variety of natural and man-made "Sacred Spaces" as it introduces the civilizations and major artistic traditions of India, China and Japan. Illustrated lectures consider public and private environments, their philosophical contexts and religious functions as well as the changing nature of their use and perceived meanings over time. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1050 Highlights of American Art (4 Credits)**

This course introduces American art by focusing on a single work of art each week. Through readings, illustrated lectures, discussion and museum visits, we explore the social, political, historical and cultural contexts of each masterwork; learn something about the featured artist's life and artistic processes; and discover related examples of fine and popular art from the seventeenth century to the present. In the process, participants refine their ability to look, describe, analyze and critique the visual. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1060 Contemporary Art Worlds (4 Credits)**

Have you ever wondered how a calf suspended in formaldehyde can sell at an art auction for nearly twenty-four million dollars? This class introduces the contemporary art world and explores how art functions within our society. Topics include the art market, the politics of museums, censorship and public funding, and popular cultural representations of the artist. We also look at how contemporary artists are engaging with some of the most important issues of our day. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 1988 Study Abroad Resident Credit (0-18 Credits)****ARTH 2801 World Art I: Prehistory to c. 1000 (4 Credits)**

This is the first quarter in a three-quarter foundation course in world art. Students will become familiar with significant examples of art, architecture and material culture emerging out of Europe, the Americas, Asia and Africa from the Paleolithic era to approximately the year 1000. Students will consider the crucial role of these images and objects in the formation of their respective historical and cultural contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 2802 World Art II: c.1000-1700 (4 Credits)**

This is the second quarter of the three-quarter foundation course in world art. Students will become familiar with significant examples of art, architecture and material culture emerging out of Europe, the Americas, Asia and Africa from approximately the year 1000 to 1700. Students will consider the crucial role of these images and objects in the formation of their respective historical and cultural contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 2803 World Art III: 1700 to the Present (4 Credits)**

This is the third quarter of the three-quarter foundation course in world art. Students will become familiar with significant examples of art, architecture and material culture emerging out of Europe, the Americas, Asia and Africa from approximately the year 1700 to the present. Students will consider the crucial role of these image and objects in the formation of their respective historical and cultural contexts.

**ARTH 2814 Medieval Art (4 Credits)**

This course examines the art produced in Western Europe and the eastern Mediterranean from the 4th to 14th centuries. From the transition of the Late Roman Empire into new political and artistic climates of the Early Medieval period up through the lavish expanse of Late Gothic art we will explore the religious, political, cultural and artistic forces that shaped the creation of artistic monuments for over an thousand years. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**ARTH 2840 Survey of Asian Art (4 Credits)**

An introduction to major monuments, traditions and civilizations of India, China and Japan. This class may be used to fulfill the non-Western requirement for majors in the School of Art and Art History. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ARTH 3300 Seminar in Art History (4 Credits)**

This seminar is primarily designed to introduce students to the advanced research techniques and methods of art history. The thematic content of this course changes. Students develop skills to analyze scholarly literature, to refine research papers and to deliver oral presentations.

**ARTH 3400 Portfolio\* Professional Development and Creative Practices in Art History (4 Credits)**

Portfolio is a professional development and creative practices course, introducing the practicalities of staple jobs for Art History majors and minors as well as the range of other possible career tracks and additional academic studies. The course combines an inquiry-based classroom experience with a signature seminar format and guest lecture series. Such a teaching+learning approach will not only improve your criticality but also strengthen your adeptness at investigation and analysis; deepen your knowledge of concepts, principles, and platforms for today's creative industries; expand your professional networks; and provide hands-on, career-oriented experiences as you prepare your own portfolio for the contemporary marketplace.

**ARTH 3652 Internship (1-4 Credits)**

By arrangement, advanced undergraduate art history students may intern in an art gallery, small museum, historic house, non-profit art organization, archive or library. See guidelines and contract form in the School of Art and Art History office.

**ARTH 3656 Curatorial Practicum (4 Credits)**

Students will work in curatorial teams to plan and execute an effective exhibition of contemporary art. This process may include choosing a theme and selecting works of art, researching artists and themes, budgets, scheduling, developing an exhibition checklist, modeling the gallery, visual exhibition design, conservation and collections management factors, shipping, installation, educational outreach to the public, publicity and other issues related to exhibition planning.

**ARTH 3661 Learning in Museums (4 Credits)**

Comprehensive introduction to museum education. Examines informal education, learning theories, interactive education, exhibits and programs. Cross-listed with ANTH 3661.

**ARTH 3701 Topics in Art History (1-4 Credits)**

Selected themes and topics from the history of art. Content changes and course may be repeated to a maximum of 12 credits.

**ARTH 3702 Topics in Contemporary Art (4 Credits)**

This course offers an in-depth exploration of contemporary art and critical theory from a cross-disciplinary, global perspective beginning in the 1960s. We couple intensive reading and writing assignments to meetings with guest creatives and thinkers, visits to local art spaces, and roundtable discussions about new research. The particular art historical topic varies from year to year.

**ARTH 3813 Arts of the American West (4 Credits)**

This class covers a wide range of art objects and styles from the 17th century to the present in the West of the United States, from buffalo robe paintings and baskets to cowboy art and contemporary abstract landscapes. Particular attention is paid to the diversity of art traditions—Native American, Spanish and Mexican, European, Asian and Latin American—as they converge in this geographic space.

**ARTH 3815 Puritan, Shaker, Hindu: Material Religion in North America (4 Credits)**

The diversity of religious experience and spirituality is emphasized in this historical examination of image and artifact in North America. Beginning with sacred indigenous arts and including Puritans, Shakers, Judaism, Mormons, Ghost Dance religion, Buddhists, Hindus, and others, this class considers the ways in which different spiritual worldviews are expressed through and shaped by the art and objects people create and the environments they build. It looks at the encounters between cultures in colonial and post-colonial contexts that result in ever changing material forms of religion. Students learn through slide-lecture-discussions, reading, small group discussions, research papers or presentations, and field trips.

**ARTH 3817 Gothic Art (4 Credits)**

This course examines the art of the Late Middle Ages in Europe, from roughly 1140 to 1400. Gothic architecture, sculpture, painting, stained glass and the sumptuous arts (metal, textiles) are examined within their broader social, political and religious contexts. Particular attention is paid to the Gothic Cathedral - that quintessential window into the medieval world—its beliefs, aspirations, social and political realities.

**ARTH 3818 Art of Renaissance Europe (4 Credits)**

This course provides an examination of the artistic cultures in Europe during the Renaissance (15th and 16th centuries). Depending upon the quarter, this course will be a general survey of European art during the Renaissance or a more focused exploration of a sub-period, such as painting in fifteenth-century Italy. Chronological and geographic factors determine the overall theme and structure of the course. Students gain both a sound knowledge of key artistic monuments of the period, as well as a conceptual framework according to which they may organize their knowledge. This class may be repeated for a maximum of 8 credits.

**ARTH 3822 Northern Renaissance Art (4 Credits)**

This course explores the dramatic developments in the arts (particularly panel painting, manuscript illumination and sculpture) in Northern Europe from around 1350 to 1550. From lavishly decorated Books of Hours and the development of stunningly naturalistic oil paintings on panel in the early 15th century through the development of printing and the rise of self-portraiture, genre and landscape depictions, this class traces the important role played by Dutch, Flemish, German and French artists in the transition from late medieval to early modern artistic forms and practices. The role of art in shaping and expressing religious, civic, political and economic concepts are explored, as well as the rise of the social and intellectual standing of the artist. Among the artists examined include Jan van Eyck, Rogier van der Weyden, Albrecht Dürer, Hieronymus Bosch and Pieter Bruegel the Elder.



**ARTH 3823 17th-Century European Art (4 Credits)**

This course considers European arts of the 17th century. Depending upon the quarter it may be a general survey of European art during the seventeenth century or a more focused exploration of a sub-period, such as Italian Baroque or the Old Dutch Masters: Rembrandt, Vermeer and Frans Hals. This class may be repeated for a maximum of 8 credits.

**ARTH 3825 Abstract Expressionism (4 Credits)**

In the years immediately following World War II, American art flourished through a generation of artists whose work successfully moved beyond (and at its best, matched) the substantial innovations of modern artists working in Europe around the time of World War I. From richly varied backgrounds and equipped with a deep understanding of art history, these artists forged careers during the Depression and, though fiercely independent, united in the late 1940s with the goal of establishing a new American modern art. Their monumental, highly singular, expressive abstractions (and near-abstractions) gave rise to the movement called Abstract Expressionism, which dominated American painting in the 1950s and beyond.

**ARTH 3832 19th-Century Art (4 Credits)**

This course surveys the major art movements in Europe from the late 18th century to the end of the 19th century. Major painters, sculptors, printmakers and architects of the following movements will be presented: Neo-classicism, Romanticism, Academic Painting, Realism, the Pre-Raphaelites, Impressionism, Post-Impressionism, Symbolism and Art Nouveau. Their works will be studied in light of the social, political and cultural milieu in which they appeared. Special attention will be paid to representations of race, class, gender and colonialism.

**ARTH 3834 Global Contemporary Art (4 Credits)**

This class explores contemporary art, including but not limited to painting, sculpture, performance art, installations, and new media, through the lenses of identity, the body, time, place, language, and spirituality. These narratives provide threads of continuity across time and place, but we will also focus on individual artistic interpretations as we delve deeper into cultural specificities and audience reception around the world. We will identify and analyze connections between recent art theoretical perspectives and the emergence of various art trends. This course considers the role of the international art market, global art fairs, artist retrospectives, and recent museum and gallery exhibitions as participatory elements in the construction and discussion of contemporary art.

**ARTH 3838 Connoisseurship (4 Credits)**

In this class the historical roots, theoretical and philosophical underpinnings, and actual practice of connoisseurship are studied using objects from the museum's collection.

**ARTH 3839 Topics in Modern Art (4 Credits)**

Selected themes and topics from the 18th century to the present. Topics change, and the course may be repeated to a maximum of 12 credits.

**ARTH 3840 Sacred Arts of Asia (4 Credits)**

This course explores the sacred art and architecture of Asia, including but not limited to India, China, and Japan. Major religious traditions, including Buddhism, Hinduism, and Islam, are viewed through the lens of artistic development; indigenous religious traditions and philosophical constructs, including Shintoism, Daoism, Confucianism, and Bon are also explored for their influence in art, architecture, and visual culture more broadly in and between Asian regions.

**ARTH 3862 Olmec to Aztec: Mesoamerica (4 Credits)**

This course is an introduction to the art and archaeology of the indigenous peoples of Mesoamerica from about 2000 BC to AD 1521. The course explores the early royal art of the Olmec, the colossal pyramids of Teotihuacan, the manuscripts of the Mixtec, and the imperial power of the Aztecs. This class presents a timeline of Mesoamerica and investigates how the various civilizations of Mesoamerica shared aspects of world-view, cosmology and daily life. Students will be able to identify and discuss how these elements manifested in the art and architecture of Mesoamerican cultures. Furthermore, the course investigates issues of shamanism, kingship and power, warfare, gender, and human sacrifice.

**ARTH 3863 Kings and Cosmology: Maya Art (4 Credits)**

This course is an introduction to the art and archaeology of the Maya from about 300 BCE to 1200 CE, although the beliefs and traditions of the living Maya will inform this study of the past. The Maya are perhaps the most famous of the several cultures comprising what is known as Mesoamerica. A highly advanced culture, they built soaring temples, carved elaborate portraits of their kings and developed a complex writing system including a calendar. The course explores these things with a constant eye to understanding the Maya worldview, cosmology and daily life. By the conclusion of the class, students should be able to read their intricate pictures, discuss the strategies of powerful Maya rulers and understand how Maya art and architecture reflect their concepts of time and the cosmos.

**ARTH 3864 Buddhism(s) and Arts (4 Credits)**

This survey examines the history, practices, ritual contexts, aesthetics and artistic traditions of Buddhism including architecture, calligraphy, sculpture and painting, in terms of its social and historical context, political and religious functions, as well as issues including artistic production, changing techniques and symbols, and the market/audience. The primary goal is to understand Buddhism as reflected in art and culture.

**ARTH 3867 The Circle and the Four Corners: Native North American Art (4 Credits)**

This course is designed as an introduction to the art and architecture of the native peoples of North America from the earliest signs of humans in North America to the present. Cultures covered include those from the Southwest, the Northwest, the Southeast Ceremonial Complex, the Plains and contemporary Native American artists. By the conclusion of the class, students will understand the cultural sequence and geographic dispersion of native North America. Students will also understand how the various civilizations of North America shared aspects of world-view, cosmology and daily life, and be able to identify and discuss how these elements manifested in the art and architecture of native North American cultures.

**ARTH 3868 Art of the Andes (4 Credits)**

This course is designed as an introduction to the art and architecture of the native Pre-Columbian peoples of the Andes. Cultures covered include Chavin, Nasca, Wari and the Inca.

**ARTH 3871 Women in Art (4 Credits)**

This course considers the roles of women in art and explores the impact of race, class and gender on art produced from the Middle Ages to the present with discussions of women artists, women patrons and images of women. Cross listed with GWST 3871.

**ARTH 3872 Introduction to Conservation (4 Credits)**

This lecture course familiarizes the student with the concepts and challenges of conservation, its role in museums and the care of collections. Specific emphasis is given to the materials, structure, deterioration and preservation of material culture. Field trips to various museums and/or workshops to make appropriate display mounts and storage containers enhance the understanding gained from readings and lectures.

**ARTH 3875 History of Collections (4 Credits)**

This course traces the history of collections from the Renaissance to the present, addressing the interconnections between artists, patrons, dealers, art markets, provenance, connoisseurship and the historical development of museums and private collections. Each week's readings of journal articles and chapters focus on different types of collections or themes, including royal and imperial collections, cabinets of curiosities, excavating and transporting antiquities, British country estates and the Grand Tour, the establishment of national museums, the relationship between American collectors and dealers, ethnographic objects in Western collections, Nazi looting, restorers and forgers, and artists' collections, to name a few.

**ARTH 3880 Mosques and Aniconism: Islamic Art and Architecture 650-1250 (4 Credits)**

What is 'Islamic' in Islamic art? An introduction to art and architecture in the Islamic lands from the days of the Prophet Muhammad in the 7th century until the Mongol conquest of the Middle East in the mid-13th century. The course surveys mosques, palaces, madrasas, and tombs, and also calligraphy, sculpture, ceramics, and painting in historical and literary contexts. It covers a vast geographical area, from Spain in the west to Iran and Central Asia in the east, and discusses both common and unique characteristics of architecture and figurative representations in these regions. Emphasis will be given to the early Islamic period in Greater Syria and to artists' response to Byzantine and Sassanid (pre-Islamic Persian) art and architecture.

**ARTH 3881 Dragons and Sultans: Islamic Art and Architecture 1250-1600 (4 Credits)**

Art and architecture in the Islamic lands from Genghis Khan in the 13th century to the Ottoman Sultan Suleyman the Magnificent in the 16th century. The course consists of three parts. First, it examines the changes that occurred in Islamic art as a result of artists' acquaintance with East Asian art and culture (14th century). Second, it discusses art and architecture in Central Asia and Afghanistan under Timurid rule (late 14th-15th century), followed by an overview of the artistic achievements in the Early Modern Islamic lands under the Ottomans, Safavids, and Mughals (16th century). The course explores works of art in historical, cultural, and literary contexts, and points to the unique characteristics of each geographical region, as well as to pan-Islamic form and content. Among the topics that will be discussed: the architect Sinan and his legacy, the response of Islamic painting to European art, and representations of royal and religious concepts.

**ARTH 3910 Art History Travel (4 Credits)**

A travel course to selected locations to study major monuments and collections of art and architecture. Location and content change. This class may be repeated for a maximum of 8 credits. Prerequisite: instructor's permission.

**ARTH 3988 Study Abroad Resident Credit (0-18 Credits)****ARTH 3991 Independent Study (1-10 Credits)**

This class should be used for individual study of a special topic that is not offered in the art history curriculum described in this catalog. Permission/registration form is available from the Office of the Registrar.

**ARTH 3995 Independent Research (1-4 Credits)**

## Arts and Humanities (AH)

**AH 3980 Critical Race and Ethnic Studi (1-4 Credits)****AH 3982 Arts and Humanities Internship (1-4 Credits)**

## Asian Studies (ASIA)

**ASIA 2701 Topics in Asian Studies (1-4 Credits)****ASIA 3701 Topics in Asian Studies (1-4 Credits)**

Specialized topics in Asian Studies. Topic varies per offering. Check with the Asian Studies program director for more information. Open to majors and non-majors. May be repeated for credit.

**ASIA 3901 Asian Studies Directed Readings (4 Credits)**

Students will read deeply in a specific field of scholarship directed by a core faculty member in the Asian Studies program and will write a methodological essay that discusses the scholarship in their chosen field of research. This is the first part of a required, two-quarter sequence that will culminate in the senior thesis. Enrollment is restricted to Asian Studies majors.

**ASIA 3902 Asian Studies Senior Thesis (4 Credits)**

Students will pursue a primary document research project under the supervision of their core faculty member in Asian Studies. The goal of this course is the writing and completion of the senior thesis in Asian Studies. Prerequisite: ASIA 3901.

**ASIA 3980 Asian Studies Internship (1-4 Credits)**

Provides academic credit for off-campus internships in areas related to the Asian Studies major. The purpose of the internship is the gain valuable work experience, explore various career options, develop job competencies and/or apply theoretical knowledge to practical concerns of the world. Must be an Asian Studies major and have cumulative GPA of 3.0 and have taken at least two Asian Studies content courses, not counting language training. Requires approval of Asian Studies director.

**ASIA 3991 Independent Study (1-4 Credits)**

## Bachelor of Arts Completion Program (BACP)

**BACP 2050 Writing Workshop (4 Credits)**

The Writing Workshop focuses on developing essential writing skills that boost confidence and improve performance in university coursework and the workplace. This course is designed to enhance students' research and writing abilities, providing them with the tools and knowledge to effectively communicate ideas in a variety of contexts. Through a combination of practical exercises, collaborative work, and critical analysis, students will develop proficiency in writing clearly. They will learn to employ conventions of structure, style, voice, grammar, and mechanics to produce writing tailored for specific purposes and audiences. Additionally, they will learn how to apply a style guide successfully.

**BACP 2075 Data Concepts and Structures (4 Credits)**

This course will cover the basics of data to include data concepts, terminology, and literacy. Students will learn what typical data sets are, how data relationships work, and where data is stored. These concepts will be the basis for data analysis using commonly available tools and techniques.

**BACP 3350 Directed Research (4 Credits)**

Directed Research introduces students to academic research with focus on developing substantive academic arguments. In this course, students select a topic from their majors to research and produce an argumentative research paper. This course focuses on several aspects of the academic writing and research process. Students will apply critical thinking, identification, assessment, and application of arguments in academic work. They will practice developing claims, annotating sources, and integrating effective and accurate sources into one's own writing. This course also emphasizes appropriate use of collegiate-level grammar, mechanics, and style, and correct use of Turabian Author-Date style citations and University College format requirements.

**BACP 3400 Civic Engagement (4 Credits)**

Because education has social as well as personal benefits, it carries with it opportunities and obligations for civic engagement. Most people have some desire to be of help to others, but knowing how to help without interfering or being condescending often requires cultivated sensitivity. The Civic Engagement project provides students with an opportunity to identify a community need, learn how that need is or is not being addressed, and get engaged in a particular set of service activities for an agreed upon duration of time. Students may receive help with finding appropriate settings through DU's Center for Community Engagement and Service Learning. Online students receive help in how to identify service learning opportunities in their local communities or through their employers. Students are expected to keep and submit a reflective log on the nature of their activity and the learning they have derived from it.

**BACP 3450 Integrative Project Design (4 Credits)**

Through this course, students create a project design for their integrative project which is conducted and completed in BACP 3500. This course, along with BACP 3500, emphasizes B.A. Completion Program learning objectives: creativity, critical thinking, knowledge utilization, decision-making, empowerment, and effective communication. Students design a research-based project, which, when the project is completed, illuminates the problem and argues for a set of activities addressing the issues and proposing a possible solution. In doing so, students draw on theories, concepts, and knowledge from several different courses in their major. Students complete the design document for the Integrative Project Report including the identification and definition of the problem, purpose of their project, setting/context for the project, an extensive literature review outline, preliminary methods of investigation, and a timeline for completion. Students leave the course prepared to begin the Integrative Project.

**BACP 3500 Integrative Project (4 Credits)**

Students in all majors design, complete, and submit an integrative project. The project comprises implementation of the project design developed in BACP 3450. The integrative project requires: clear problem definition; gathering high-quality relevant evidence; analyzing and evaluating evidence, data, and information; developing findings (e.g., conclusions, recommendations, decisions, results, observations, inferences, solutions, etc.); and crafting arguments to explain how and why these findings were reached, and why the findings are valid. The project focuses on utilizing background knowledge or skills developed throughout the BACP, integration of evidence, applying critical thinking skills, and presenting a coherent and persuasive culminating academic paper. The emphasis is on combining several concepts, types of knowledge, and skills learned through the B.A. Completion Program to address a specific challenge. Through this project students learn how multiple perspectives can be integrated to create useful solutions to defined problems.

**BACP 3980 Internship (0-4 Credits)**

The Bachelor of Arts Degree Completion Program Internship is designed to offer students a purposeful experience in a practical, industry-related setting. The internship is an individualized learning experience. A plan is created for each student in conjunction with the internship site supervisor to provide experiences related to the skills and knowledge covered in their programs and their professional goals. Students are responsible for finding their own internship site and proposing their internship ideas. To be eligible for an internship, completing a minimum of 28 hours of coursework is required OR Academic Director approval.

**BACP 3991 Independent Study (1-4 Credits)**

Student completes special learning project on a topic which is not covered by an existing course. This project is completed under faculty supervision. Topic and assignments must be approved by supervising instructor and Bachelor of Arts Completion Program director.

## Biology (BIOL)

**BIOL 1005 Perspectives-Veterinary Medicine (2 Credits)**

Introduction to career areas in veterinary medicine through lectures, guest speakers and demonstrations. The credits for this course are general elective only. They do not apply to any major or minor in NSM or to SI-NPW of the common curriculum. Prerequisites: BIOL 1010 and BIOL 1020, or by departmental permission.

**BIOL 1010 Physiological Systems (4 Credits)**

The second required course in the introductory biology sequence required for students majoring in Biology or another science. Emphasis on physiology and development of plants and animals. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1020 lab section.

**BIOL 1011 Evolution, Heredity and Biodiversity (4 Credits)**

The first required courses in the introductory biology sequence required for students majoring in Biology or another science. Emphasis on evolution, basic genetics and inheritance, and biodiversity. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1021 lab section.

**BIOL 1020 Physiological Systems Lab (1 Credit)**

Exercises and experimentation to complement lecture material. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1010 lecture section.

**BIOL 1021 Evolution, Heredity and Biodiversity Lab (1 Credit)**

Exercises and experimentation to complement lecture material. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 1011 lecture section.

**BIOL 1220 Molecules to Humankind I (4 Credits)**

First class in a three-quarter sequence for non-majors that examines the mechanisms that sustain life. Emphasis is placed on understanding the human body at the molecular, cellular and physiological levels. In the fall quarter our discussions start with the atom and basic chemistry. We next consider the properties of complex molecules, including DNA, proteins, carbohydrates and lipids, in order to see how such molecules are used and organized by living organisms. Our discussions of large and complex molecules lead naturally to the basic unit of life, the cell. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1221 Molecules to Humankind II (4 Credits)**

Second class in a three-quarter sequence for non-majors begins with an introduction to the general vertebrate body plan; we emphasize the human body plan but also compare it with other vertebrates. Discussions progress through the major organ and physiological systems of the body, including circulatory, respiratory, excretory, endocrine, nervous, skin, immune, reproductive, gastrointestinal, and skeletal and muscle systems. Discussions concentrate on the organization and function of these systems. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1222 Molecules to Humankind III (4 Credits)**

Third class in a three-quarter sequence focuses for non-majors on cell biology, genetics, and human reproduction and development. After a review of cell structure and function, focusing on how cells are capable of replication with modification, the mechanisms by which information is passed on from one cell to another and from one generation to the next are considered. The second half of the quarter concerns sexual reproduction and early development. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: BIOL 1221.

**BIOL 1260 Sustaining Life I (4 Credits)**

A three-quarter sequence for non-majors examining some important biological mechanisms that sustain life – and "life" in general! Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world. The first quarter begins with a discussion of the defining characteristics of "life" and the basic mechanisms required to sustain it. The course continues with an overview of biological diversity and ends with a focus on the many important connections between food, human health, and environmental health. The second quarter begins by building a basic understanding of how ecosystems function – including the interactions among living organisms (including humans) and between these living organisms and their environment. The course continues with focused discussions of issues related to the impact of biological diversity on infectious disease and medicine. The third quarter begins with a focus on the importance of biodiversity to biomedical research, especially related to model systems. It then reviews some of the current threats to biodiversity and concludes by exploring some possible solutions that can give hope for sustaining "life" in the future. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1261 Sustaining Life II (4 Credits)**

A three-quarter sequence for non-majors examining some important biological mechanisms that sustain life -- and "life" in general! Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world. The first quarter begins with a discussion of the defining characteristics of "life" and the basic mechanisms required to sustain it. The course continues with an overview of biological diversity and ends with a focus on the many important connections between food, human health, and environmental health. The second quarter begins by building a basic understanding of how ecosystems function -- including the interactions among living organisms (including humans) and between these living organisms and their environment. The course continues with focused discussions of issues related to the impact of biological diversity on infectious disease and medicine. The third quarter begins with a focus on the importance of biodiversity to biomedical research, especially related to model systems. It then reviews some of the current threats to biodiversity and concludes by exploring some possible solutions that can give hope for sustaining "life" in the future. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1260.

**BIOL 1262 Sustaining Life III (4 Credits)**

A three-quarter sequence for non-majors examining some important biological mechanisms that sustain life -- and "life" in general! Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world. The first quarter begins with a discussion of the defining characteristics of "life" and the basic mechanisms required to sustain it. The course continues with an overview of biological diversity and ends with a focus on the many important connections between food, human health, and environmental health. The second quarter begins by building a basic understanding of how ecosystems function -- including the interactions among living organisms (including humans) and between these living organisms and their environment. The course continues with focused discussions of issues related to the impact of biological diversity on infectious disease and medicine. The third quarter begins with a focus on the importance of biodiversity to biomedical research, especially related to model systems. It then reviews some of the current threats to biodiversity and concludes by exploring some possible solutions that can give hope for sustaining "life" in the future. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1261.

**BIOL 1270 Living in the Microbial World I (4 Credits)**

Students receive an introduction to the world of microbiology, the good, the bad and the ugly. With the help of the press and movie industry, most "human hosts" believe that microorganisms are to be feared, sterilized and/or destroyed. While this is true for a very small number of microbes, the majority is composed of essential and beneficial microorganisms that help the existence of all life on Earth. This first course in the sequence for non-majors is dedicated to raising the awareness of students to the value and need of our unseen partners. Laboratory included. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**BIOL 1271 Living in the Microbial World II (4 Credits)**

For such a small size, microorganisms can have a large impact on our human world. This second course in the sequence for non-majors brings a new perspective to students on the role microorganisms, and their associated diseases, have played in turning the tide of war victories, immigration of a country, world politics and more. We tend to believe that humans alone can control their world but sometimes the mightiest of all are our unseen partners. Laboratory included. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1270.

**BIOL 1272 Living in the Microbial World III (4 Credits)**

In this last course in the sequence for non-majors, students are given an opportunity to challenge their beliefs and understandings of how life came to exist on Earth and the perspective of how humans are the most evolutionarily advanced. Students are guided through time on Earth and examine the development of life and the constant contribution of their unseen partners. Laboratory included. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1271.

**BIOL 1988 Study Abroad Resident Credit (0-18 Credits)****BIOL 1990 Independent Study (1-5 Credits)****BIOL 2010 General Ecology (4 Credits)**

Topics in ecosystems, population and community ecology, as well as behavioral ecology. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1011 and BIOL 1010. Co-requisite: BIOL 2011.

**BIOL 2011 General Ecology Lab (1 Credit)**

Exercise and experimentation to compliment the lecture. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 2010, and Prerequisite: BIOL 1021 with a minimum grade of D-.



**BIOL 2055 Ways of Seeing and Sensing in Biological Systems at Kennedy Mountain Campus (4 Credits)**

Ways of Seeing and Sensing represents a new collaboration between the departments of Biological Sciences, Physics & Astronomy, and Media, Film & Journalism Studies at DU's Kennedy Mountain Campus (KMC). As part of this course, students will collaborate as part of multidisciplinary teams; to compile and apply new content knowledge in biology/ecology, film-making, science communication and story-telling in a project-based curriculum unique to the KMC. The class is a place-based exercise revolving around the idea that what we know about our surroundings depends on how we "see" or "sense." We will examine various aspects of natural systems specific to the Kennedy Mountain Campus (KMC) using both micro and macro approaches to "seeing" through a variety of technologies, including microscopes, trail cameras, photo and video cameras, night vision glasses, and telescopes. To further develop the concept of "sensing," we will explore the soundscapes of the KMC as well as the ways plants and animals in this ecosystem sense their surroundings. We will also explore the KMC using human senses other than sight to navigate the nighttime environment. Students will work in teams of 3–4 to develop and produce documentary stories unique to the ecology and astronomy of the KMC. Students choosing to participate for credit in Biological Sciences will complete additional reading and assignments focusing on the various ways that biological systems (from cells, to organisms, to communities) sense and respond to changes in their environment, including light, heat, sound, chemical cues, and physical forces such as electricity and gravity. This course will meet together with PHYS 2050 and MFJS 2050 courses, which each have different prerequisites and discipline-specific assignments. Prerequisites: BIOL 1010 and BIOL 1011.

**BIOL 2090 Biostatistics (4 Credits)**

Statistics in biological research. Computer-aided statistical analysis and hypothesis testing focusing on experiments and data unique to the biological sciences. Cross listed with BIOL 4090.

**BIOL 2120 Cell Structure and Function (4 Credits)**

Chemical composition of cells; structure and function of cell organelles; interrelationship of cellular unit with its environment; mechanisms of energy conversion within cells; functions of excitability, contractility and cell growth. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: BIOL 1011. Corequisites: BIOL 2121 lab section and CHEM 1010.

**BIOL 2121 Cell Structure & Function Lab (1 Credit)**

Exercises and experimentation to complement lecture material. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: BIOL 2120.

**BIOL 2320 Andean Landscapes (4 Credits)**

This course introduces students to the landscapes, biodiversity, societies, and human-environment interactions in the Andes of Peru through an intensive and immersive field study and travel experience. This field intensive class equals 4 academic credits and occurs during winter interterm. Over a period of 11 days we will visit the cities and surroundings of Lima, Arequipa, and Cusco, Peru where we will examine and compare geography, cultures, history, archaeology, ecology, biodiversity, and sustainability issues. The Andean environment offers unique challenges for environment and societies and by understanding the locations and patterns of human activity in the Andes, students can better appreciate the circumstances affecting individuals and countries other than our own. Through observations, lectures, discussions, readings, assignments and immersion, the course will stress the development of in situ critical thinking skills and the promotion of cultural diversity and global awareness. This course counts toward the sustainability minor and the intercultural global studies minor. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 1011.

**BIOL 2510 General Genetics (4 Credits)**

Mechanisms of heredity with application to all forms of life. Topics include classical genetics (mendelian inheritance, meiosis, epistasis, recombination gene mapping, chromosomal mutations) and an introduction to modern molecular genetics (DNA structure and function, gene expression and regulation). This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: BIOL 1010 & 1010, BIOL 1011. Recommended prerequisite: BIOL 2120. Corequisite: BIOL 2511.

**BIOL 2511 General Genetics Lab (1 Credit)**

The laboratory component of BIOL 2510. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. COREQUISITES: BIOL 2510 PREREQUISITES: BIOL 1020 AND BIOL 1021 RECOMMENDED PREREQUISITES: BIOL 2121.

**BIOL 2825 Biogeographies of Conservation in Serengeti & Zanzibar (4 Credits)**

This course introduces students to the landscapes, biodiversity, societies, and human-environment interactions in mainland Tanzania and the island of Zanzibar through an intensive and immersive field study and travel experience. This field intensive class equals 4 academic credits. Over a period of 9 days we will visit the greater Serengeti ecosystem and Tanzania where we will examine and compare geography, cultures, history, archaeology, ecology, biodiversity, and sustainability issues. The environment in this part of East Africa offers unique challenges for wildlife and societies. By understanding the locations and patterns of human and animal activity there, students can better appreciate the circumstances affecting individuals and countries other than our own. Through observations, lectures, discussions, readings, assignments and immersion, the course will stress the development of in-situ critical thinking skills and the promotion of environmental sustainability, cultural diversity and global awareness. Fulfills biology, geography, environmental science, sustainability minor, and intercultural global studies minor requirements. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 1011.



**BIOL 2988 Study Abroad Resident Credit (0-18 Credits)****BIOL 3005 Science Communication (4 Credits)**

Science communication has shaped, and continues to shape, the world in which we live (e.g., why you wash your hands, why we don't feed bears in U.S. national parks anymore, and why some students imagine themselves becoming scientists or not). Sharing how science is conducted and how new knowledge is generated through the scientific method also plays a critical role in our future: creating engaged citizens, shaping the next generation of scientists, increasing diversity and diverse perspectives in the sciences, informing policy-makers and lawyers, combatting misconceptions, increasing trust of scientists, and guiding our own individual behaviors. But, like any other complex skillset, science communication takes practice. This course provides students with a range of resources and skills for effective, ethical, and evidence-based communication of complex socio-scientific issues. It provides a supportive environment in which students will practice and refine their science communication through peer feedback and engagement with real audiences. The focus is on cultivating practical communication skills, with emphasis on effective speaking, writing and exhibition of scientific topics with the variety of audiences students will encounter in their future careers. Course readings, activities, and final projects also examine how identity shapes both the science we do and the lenses we and other stakeholders bring to communication tasks. The course is hybrid, highly interactive, and writing-intensive. This course is restricted to Junior or Senior Standing UG majoring in the College of Natural Sciences and Mathematics.

**BIOL 3010 Evolution (4 Credits)**

Evolution is the central concept in biology. This course examines the foundations of evolutionary theory. We will cover the history of life on earth, the genetic basis for evolution, evolutionary processes (natural and sexual selection), the origin of species, and medical applications of evolutionary theory. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 1010 and BIOL 1011.

**BIOL 3025 Science and the Law (2,4 Credits)**

This course will focus on the intersection of science and US law. Four major areas of focus that will be covered are the admissibility of expert witnesses / scientific evidence in court; how advances in forensic genetics and national DNA databases raise legal issues pertaining to expectations of privacy and the standards for reaching a verdict; the impact of US Supreme Court opinions on the patenting of genes used as diagnostic markers for human disease and the legal landscape surrounding issues of evolution and creationism/intelligent design. Students will then explore how the law impacts their own areas of scientific interest. The goal of this course is to increase our understanding as scientists of how advances in science impact and are impacted by the US judicial system. PREREQUISITES: BIOL 1010 AND BIOL 1011.

**BIOL 3035 Invasive Species Ecology (4 Credits)**

This course investigates those plants and animal species that have dramatically expanded their ranges and cause ecological harm. Topics covered include the mechanisms of ecological impacts across the globe, how invasive species are used to test basic ecological theory, the application of this research for managing real species, and related issues such as the debate within the scientific community about the term "invasive." We use a case-study approach, and students have the opportunity to go into the field as a class to observe the real invasions and learn sampling methods.

**BIOL 3044 Coral Reef Ecology (3 Credits)**

Ecology of coral reefs; organization and distribution of reefs; review of reef organisms and their interactions with each other and their physical environment; threats to coral reef conservation. This course counts as a category elective for Ecology and Biodiversity majors. Prerequisite: (BIOL 2010 or BIOL 2050) OR (GEOG 1201, GEOG 1202, and GEOG 1203).

**BIOL 3045 Coral Reef Ecology Lab (1 Credit)**

Ecology of coral reefs laboratory to supplement lecture material; travel to the Caribbean over spring break to observe coral reefs firsthand; introduction to research methods. SCUBA certification and permission of instructor required. A travel and dive fee is associated with this course.

**BIOL 3055 Ecology of the Rockies (4 Credits)**

A week in residence at the Mt. Evans Field Station prior to the start of fall quarter includes field projects dealing with ecology and environmental issues. On campus classes involve data analysis and interpretation and formal scientific communication. Themes include terrestrial and aquatic ecosystems, taxonomic groups ranging from conifer stands to aquatic insects and mountain goats. Lab fee associated with this course. Prerequisite: BIOL 2010 or permission of instructor.

**BIOL 3070 Ecological Field Methods (4 Credits)**

Series of field exercises for students to learn principles and procedures of field methodology, data analysis and technical writing in ecology; problems drawn from population, community and ecosystem ecology. Lab fee associated with this course. Prerequisite: BIOL 2010.

**BIOL 3074 Forest Ecology (4 Credits)**

This course provides an overview of the distribution, structure, function, and dynamics of forest ecosystems. Topics include: paleoecology, ecophysiology, disturbance, succession, community analysis, forest hydrology, primary productivity, and nutrient cycling. Throughout, we maintain an emphasis on the scientific process and how it is used to study the controls on the distribution and abundance of organisms.

**BIOL 3085 Insect Ecology (4 Credits)**

A general introduction to insect biology and the science of entomology. Arthropods are the most diverse group of animals on Earth and insects account for more than half of all known living organisms. This course explores the biodiversity of insects on Earth, insect morphology and physiology. The evolutionary history and taxonomy of key orders of insects is emphasized as well as the importance of insects to our everyday lives. This course counts as a category elective for Ecology and Biodiversity majors. Prerequisites: BIOL 1010, BIOL 1011, and BIOL 2010.

**BIOL 3090 Microbial Ecology (4 Credits)**

Interactions among microorganisms and their environment. Impact of ecological principles on microbial diseases, pollutant degradation, nutrient cycles and global change. Prerequisites: BIOL 1010, BIOL 1020, AND BIOL 2510.

**BIOL 3095 Global Change Ecology (4 Credits)**

Over the past century, the mean surface temperature of our planet has increased slightly less than 1°C. While this may seem like a small increment, this change is already profoundly affecting Earth's organisms and ecological communities, and predictions for the impacts of continued change range from severe to catastrophic. Humans are also changing the environment through alteration of nutrient and water regimes. Topics include cause of climate change, comparison to past climatic change, human contribution to change and effect on organisms, communities and ecosystems. Prerequisites: BIOL 1010, BIOL 1011, AND BIOL 2010. RECOMMENDED PREREQUISITES/COREQUISITES: BIOL 2090.

**BIOL 3110 Special Topics: Biology (1-5 Credits)**

Topics of special interest to teaching/research faculty of department presented as needed to complement and expand existing curriculum. May be repeated for credit. PREREQUISITES: BIOL 1010.

**BIOL 3120 General Microbiology (4 Credits)**

Fundamental principles of microorganisms in the world and in disease; role of bacteria in biological phenomena. Includes laboratory. Lab fee associated with this course. Counts as a category elective for Ecology and Biodiversity majors. Prerequisite: BIOL 2120.

**BIOL 3145 Cellular and Molecular Biology of Cancer (4 Credits)**

This course examines the mechanisms that underlie the development and progression of cancer. The cellular and molecular events that drive uncontrolled cell proliferation and eventual metastasis of tumors are discussed. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2120.

**BIOL 3150 Intracellular Dynamics (4 Credits)**

Focuses on spatial and temporal control of intracellular processes with an emphasis on neuronal and endocrine cells. Topics include vesicular traffic, protein targeting, dynamics and spatial organization of signaling complexes. Emphasis on modern techniques of cell and molecular biology with examples from primary literature. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2120.

**BIOL 3160 Biophysics: Ion Channels & Disease (4 Credits)**

Examines ion channel structure and function and the ways in which this information provides insight into human disease. The focus is on the use of biophysical techniques in combination with molecular and genetic analysis of channel genes. General Physics recommended. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2120.

**BIOL 3230 Nutrition (3 Credits)**

Investigation of metabolism, all nutrients and various applications of nutrition to sports and healthy living. Prerequisite: BIOL 3250.

**BIOL 3241 Anatomy and Physiology of the Skeletal, Nervous and Muscular systems (0-5 Credits)**

This course is designed to introduce students to the fundamental concepts, content and scientific bases of Skeletal, Muscular, and Nervous system anatomy and physiology at both macroscopic and microscopic levels. The course consists of both lecture and laboratory sessions each week and requires attendance and participation in both. The course will utilize diverse resources, exercises, and activities to engage you in the learning process, including, text, video, animations, models, dissections, inquiry-based learning, and a variety of assessments. Please note that the lab portion of this course does require dissection. Prerequisites: BIOL 2120.

**BIOL 3242 Human Anatomy and Physiology - Systems of homeostasis (0-5 Credits)**

This course is designed to introduce students to the fundamental concepts, content and scientific bases of Cardiovascular, Respiratory, Urinary, Digestive, Immune and Reproductive system anatomy and physiology at both macroscopic and microscopic levels. The course consists of both lecture and laboratory sessions each week and requires attendance and participation in both. The course will utilize diverse resources, exercises, and activities to engage you in the learning process, including, text, video, animations, models, dissections, inquiry-based learning, and a variety of assessments. Please note that the lab portion of this course does require dissection. Prerequisites: BIOL 2120.

**BIOL 3251 Exercise Physiology (4 Credits)**

This course will cover exercise physiology topics included but not limited to: energy systems, physiological response to exercise/training, and exercise programming. A strong background in human physiology is recommended. This course counts as a category elective for the Physiology in Health and Disease major. Prerequisite: BIOL 1010.

**BIOL 3252 High Altitude Physiology (4 Credits)**

This course is an advanced course in physiology for those interested in both the impacts of altitude exposure on health and athletic performance. We live at altitude in Denver, and in fact there are many factors affecting our bodies (which we may or may not realize) that impact our daily lives. This course aims to provide insight on the acute and chronic physiological responses of altitude as well as to provide a deeper understanding into the use of hypoxic environments for improving health and benefiting athletic performance. We will explore the physiological mechanisms related to these reduced oxygen environments as well as develop projects that contribute to the understanding of using this environment as a stimulus. This course counts as a category elective for the Physiology in Health and Disease major. Prerequisite: BIOL 3242.

**BIOL 3253 Environmental Physiology of Animals (4 Credits)**

By studying species across the animal kingdom, we will learn about the vast array of physiological strategies that have evolved to help animals maintain homeostasis in the face of varied environmental challenges. We will cover foundational principals of animal physiological ecology and evolution, as well as new and exciting discoveries through weekly discussions of primary literature. We will focus primary literature discussions on "extreme environments," as Earth's harshest landscapes provide exciting and powerful examples of adaptations of physiological systems. This course will be delivered through a combination of lectures, active learning assignments, readings from the scientific literature, and group discussions. By the end of this course, you will develop a new perspective on the ecological and evolutionary factors that shape physiological similarities and differences among the animals of our planet (including humans). This course counts as a category elective for the Ecology and Biodiversity major and Physiology in Health and Disease major. Prerequisites: BIOL 1010 and BIOL 1011.

**BIOL 3254 Advanced Cardiovascular and Pulmonary Physiology (4 Credits)**

This course provides a deeper level of physiological knowledge of the cardiac, vascular, circulatory, and pulmonary systems and their functions. With both lecture materials as well as in-class discussion of concepts and research articles, we will go deep into the basic levels of composition and function and facilitate the understanding of mechanisms that limit disease populations, elderly, etc. How can we adapt our lifestyles to improve our cardiovascular health? Prerequisite: BIOL 2120 or BIOL 3242.

**BIOL 3256 Advanced Human Anatomy & Physiology (0-5 Credits)**

This one quarter course is intended for advanced biology and physiology majors with an interest in the anatomical structure and physiological functioning of body systems. This course builds upon the Human Anatomy and Human Physiology courses that are prerequisites. This advanced course will explore in greater depth understanding mechanisms of action of major body systems and elaborate on the relationship between structure and function. In addition to didactic content, students will complete evaluation of primary literature and design laboratory experiments to test hypotheses of interest. The course will utilize diverse resources, exercises, and activities in the learning process including text, video, animations, models, dissections, inquiry-based learning, experimentation and a variety of assessments. The course consists of both lecture and laboratory sessions each week and requires attendance and participation in both. Please note that the lab portion of this course requires dissection. This course counts as a category elective for the Physiology in Health and Disease major. Prerequisites: BIOL 3241 and BIOL 3242.

**BIOL 3257 Clinical Exercise Physiology (5 Credits)**

This is an upper-level course in clinical physiology for those interested in understanding fundamental practices and assessments within clinical settings. We will work to combine knowledge from various backgrounds in physiology and tie theoretical and practical concepts together for assessing body function and developing methods for improving health and performance. We will relate daily experiences with class content to deepen our knowledge and retain this information for future reference. We will connect the physiological concepts related to the cardiovascular, respiratory, muscle systems as well as develop projects that require combining knowledge of the assessment skills and evaluation for clear communication and exercise prescription to special populations. Prerequisite BIOL2120 or BIOL 3242.

**BIOL 3258 Research Techniques in Exercise Physiology (4 Credits)**

This upper-level course is designed to give you exposure to several methods of research within the area of exercise physiology. This is a hands-on course that combines theory and literature with practical research experiences in physiology. For those interested in understanding more about research, this is the course for you as we will perform data collection and analysis of differing topics. These may include the following topics: pulse and tissue oxygenation, signaling (heart rate variability, oxygen kinetics), respiratory loops, Doppler ultrasound (blood flow and tissue structure), etc. Our aims will focus on understanding how and why the method works, how to collect data, as well as the analysis and reporting of variables for proper interpretation.

**BIOL 3259 Electrocardiogram Interpretation (2 Credits)**

This course is an advanced course in cardiac physiology for those interested in understanding principles associated with cardiac function, electrical physiology of the heart, and interpretation of the electrocardiogram. This is applicable for several pre-med career paths especially within clinical settings. As the functions related to our heart drive our cardiovascular system, we will find ways to relate our experiences of daily life to the concepts and principles learned throughout this course to deepen our knowledge and retain this information. We will explore the physiological mechanisms related to the cardiac system as well as develop projects that require combining knowledge of the electrical pathways and of use of electrocardiography for proper interpretation. Prerequisite: BIOL 2120, BIOL 3241, BIOL 3242, or equivalent.

**BIOL 3260 Nutritional Physiology (4 Credits)**

This course is designed to introduce the fundamental concepts, content and scientific bases of nutritional physiology at the levels. This course will examine the scientific structure and properties of carbohydrates, proteins and lipids as the major macronutrients required for human health. In addition, it includes exploration of the digestion, absorption and metabolism of both macronutrients and micronutrients. The course will utilize diverse resources, exercises, and activities in the learning process including text, video, animations, inquiry-based learning, experimentation and a variety of assessments. Prerequisite: BIOL 2120.

**BIOL 3261 Exercise Testing and Prescription (4 Credits)**

The purpose of this upper-level course is to develop knowledge combined with hands-on skills for integration of exercise testing and prescription concepts. Material in this course will be applicable for performance as well as clinical considerations. This is an active course which will require your participation as both the subject and technician, giving perspective and understanding of methods and protocols along with their justification for various purposes. Recommended prerequisite course: Clinical Exercise Physiology.

**BIOL 3280 Intro to Pathophysiology (4 Credits)**

This course is designed as an introduction of the mechanisms and consequences of disease based on physiological dysfunction in the major organ systems. The course will focus on the fundamental concepts and processes of human pathophysiology through exploration of the unique physiological roles of several body systems, how these systems have important integrative relationships that underlie the overall physiological functioning of healthy humans, and how system function is altered in disease and the clinical manifestations of these changes. This course counts as a category elective for the Physiology in Health and Disease major. Prerequisite: BIOL 2120. A course in human physiology is recommended.

**BIOL 3350 Conservation Biology (5 Credits)**

Conservation Biology is the study of documenting the earth's biodiversity, its threats, and how it may be protected. It is a multidisciplinary science within ecology with contributions from environmental chemistry, geography, sociology, and political science, among other fields. In this class students learn the language of conservation biology, the methods used by conservation biologists, and the nuances of current issues. In class, material is learned through both lecture and interactive exercises in the classroom portion, with hands-on practice in techniques and applications during the lab. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisite: BIOL 2010.

**BIOL 3410 Animal Behavior (4 Credits)**

This class examines animal behavior from an evolutionary and ecological perspective. The course provides the background needed to understand behavioral evolution, including a focus on the inheritance of behavior, natural selection, sexual selection, and kin selection. This class studies the evolution of a variety of behaviors, including communication and displays, mate choice, parental care, cooperation, mating systems, social behavior, habitat selection, foraging, and anti-predator behavior. The emphasis is on theoretical principles, design of experiments, and interpretation of data. This course counts as a category elective for the Ecology and Biodiversity major. Prerequisites: BIOL 1010 and BIOL 1011, and BIOL 2010. Recommended Prerequisite: BIOL 2090.

**BIOL 3560 Molecular Biology Laboratory (4 Credits)**

Laboratory based course that covers techniques in gene excision, cloning and reinsertion and gene sequencing. Lab fee associated with this course. Prerequisite: BIOL 2510, or permission of instructor.

**BIOL 3570 Proteins in Biological Systems (4 Credits)**

Proteins considered in their biological setting; protein synthesis and degradation; survey of protein functions in vivo; introduction to protein biotechnology. This course counts as a category elective for the Molecular Biology major. Prerequisites: BIOL 2120.

**BIOL 3610 Developmental Biology (4 Credits)**

Processes and mechanisms of development, exemplified by higher animal embryogenesis, with consideration of microbial model systems. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2120 and 2510.

**BIOL 3615 Blood Vessel Development and Disease (4 Credits)**

This course details the underlying biological programs during blood vessel development and mechanisms that lead to vascular pathologies. The class will incorporate aspects embryology, signaling transduction, and genetics as well as current techniques in developmental biology to comprehensively cover how blood vessels are formed embryonically. Additionally, we will discuss in detail how defects in blood vessel-related signaling programs later manifest into disease. Prerequisite for this course is Cell Structure and Function (BIOL2120/2121).

**BIOL 3630 Cell Biology of Development (4 Credits)**

Every organism has a stereotypical shape, but how does this shape arise? This course examines the cellular and molecular mechanisms that direct the forming of body and tissue shape. This course counts a category elective for the Molecular Biology major. Prerequisite: BIOL 2120.

**BIOL 3640 Introductory Neurobiology (4 Credits)**

Organization and function of vertebrate central nervous system; nature of action potential, biochemistry of neurotransmitters, neuropeptides, functional anatomy of nervous system, phylogeny of nervous system. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2120.

**BIOL 3641 Systems Neuroscience (4 Credits)**

Structure and function of the brain and spinal cord, emphasis on functional systems including sensory perception, motor control and consciousness. This course counts as a category elective for the Cognitive Neuroscience concentration. Prerequisite: BIOL 3640 or 3241.

**BIOL 3642 Neuropharmacology (4 Credits)**

How psychoactive drugs exert their effects on the nervous system; drugs of abuse and drugs used in the treatment of psychotic and neurodegenerative disorders. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2120. Recommended prerequisites: BIOL 3640.

**BIOL 3644 Neuromuscular Pathophysiology (4 Credits)**

Cellular and molecular basis for normal nerve and muscle functions and the alteration of these functions by toxins, trauma and diseases of the brain, nerves and muscles; how specific insults produce clinical symptoms and pathology. Prerequisite: BIOL 2120.

**BIOL 3646 Seminar: Cognitive Neuroscience (2 Credits)**

This seminar is the capstone course for the neuroscience portion of the cognitive neuroscience program. Seminar topics include but are not limited to neurological disorders, model systems in neuroscience and sensory systems.

**BIOL 3647 Neuroscience of Movement (4 Credits)**

Producing the vast array of movements that humans (and many animals) use everyday represents one of the body's greatest challenges and greatest successes. These various movements require that the nervous, muscular, and skeletal systems work in concert to achieve a common goal. This course will explore the scientific basis of movement production, with particular emphasis on the neuroscience of motor control. We will explore how the nervous system drives the development of movement strategies at an early age, modifies movement strategies to adapt to changing demands throughout life, and how injury, dysfunction, and/or aging can lead to movement challenges. This course counts as a category elective for the Physiology in Health and Disease major and Cognitive Neuroscience concentration. Required prerequisite: Cell Structure & Function (BIOL 2120); Recommended prerequisite (1 or more of the following): Introduction to Neuroscience (BIOL 3640) or permission of instructor.

**BIOL 3648 Molecular Mechanisms of Neurological Disease (4 Credits)**

This course will be an in-depth study into some of the key molecular mechanisms involved in the pathogenesis of human neurological disease. A particular emphasis will be placed on the role of RNA regulation and metabolism. The primary focus will be on five devastating diseases: 1. Spinal Muscular Atrophy (SMA) 2. Fragile X Syndrome (FXS) and Fragile X Tremor Ataxia Syndrome (FXTAS) 3. Myotonic Dystrophy type 1 and 2 (DM1 and DM2) 4. Spinocerebellar Ataxia type 2 (SCA2) 5. Amyotrophic Lateral Sclerosis (ALS) and Frontotemporal Dementia (FTD) This course will cover a variety of topics including disease pathophysiology and pathogenesis. However, readings will be assigned from the recent primary literature discussing cellular and molecular mechanisms. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2510 Genetics.

**BIOL 3649 Neurodegeneration and Neurotrauma: Mechanisms and Therapeutics (4 Credits)**

Neurodegeneration and Neurotrauma: Mechanisms and Therapeutics covers the following disorders: Alzheimer's disease, Parkinson's disease, amyotrophic lateral sclerosis, Huntington's disease, spinocerebellar ataxia, Creutzfeldt-Jakob disease, multiple sclerosis, traumatic brain injury and spinal cord injury. Course literature includes primary journal articles and review papers describing the etiology and pathophysiological mechanisms of these disorders. Potential therapeutic approaches to treatment are also investigated. The course format typically includes a lecture reviewing the basic biology, symptoms, and current treatments for each disorder, followed by a thorough analysis of primary research papers focused on novel molecular mechanisms and new targets for therapeutic development. Grading is based on 3 exams throughout the academic quarter and participation in discussing journal articles in class. This course counts as a category elective for the Cognitive Neuroscience concentration. Prerequisite: BIOL 2120 Cell Structure and Function. Recommended: BIOL 3640 Introductory Neurobiology. For Graduate Students: an additional term paper is required with the exact topic to be agreed upon by the student and instructor.

**BIOL 3650 Endocrinology (4 Credits)**

Mechanisms of hormone action, evolution of vertebrate endocrine systems, analysis of function integration of hormonal responses in maintenance of homeostasis. This course counts as a category elective for the Molecular Biology major and Cognitive Neuroscience concentration. Prerequisite: BIOL 2120.

**BIOL 3651 Comparative Endocrinology (4 Credits)**

Intercellular communication systems are essential for the proper coordination of trillions of cells in multi-cellular animals. This course will evaluate the evolution of neuroendocrine networks in both invertebrates and vertebrates with a focus on how these neuroendocrine networks influence, growth, reproduction, osmoregulation, and metabolism. Prerequisite: BIOL 3650.

**BIOL 3656 Cellular Aspects of Diabetes and Obesity (4 Credits)**

This course focuses on specific cellular and molecular events key to the understanding of the pathological conditions of diabetes and obesity. Topics include the endocrine pancreas, adipose tissue and neuroendocrine control energy expenditure and feeding behavior. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2120.

**BIOL 3670 Molecular Immunology (4 Credits)**

The ability to distinguish self from non-self is crucial to all organisms. In humans Organs, cells and other higher animals, this task fall to the immune system. Suppression of this system is key to numerous pathogenic viruses including Ebola and human immunodeficiency virus. The failure to adequately regulate immune response underlies allergic reactions, arthritis and diabetes. This course will introduce students to the organs, cells and molecules that underlie mammalian immune response; immunogenetics and the fundamental mechanisms of cell mediated and humoral immune response; and the relationship of immune system to human disease. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2510.

**BIOL 3675 Virology (4 Credits)**

Viruses are the ultimate cell biologists. They usurp essential cellular components to create new virus progeny leading to pathological cellular physiology. This course will delve into the genetic and cellular principles that govern virus entry, replication, and assembly and cover a broad range of DNA and RNA-based virus families. This course counts as a category elective for the Molecular Biology major. Prerequisites: BIOL 2120 and BIOL 2510.

**BIOL 3690 Cellular Microbiology (4 Credits)**

The field of cellular microbiology broadly defines the interface between commensal or pathogenic microbes, prokaryotes or lower eukaryotes, and their host. The burgeoning field of cellular microbiology has seen an explosion of new knowledge related to the feedback regulation between commensal microbes and their hosts. Furthermore, our knowledge of virulence factors that promote host and pathogenic microbe niches has continued to expand. This topics course will build a medically relevant and coherent picture of the host-microbe interface on genetic, molecular, cellular, and organismal scales by surveying relevant literature that has uncovered interspecies communication and control pathways. This course counts as a category elective for the Molecular Biology major. Prerequisites: BIOL 2120 and BIOL 2510.



**BIOL 3700 Topics in Ecology (1-4 Credits)**

Topics vary; may include plant, animal, biochemical, alpine or aquatic; one topic per quarter. May be repeated for credit. Taught from original literature. Prerequisite: one quarter of undergraduate ecology and/or instructor's permission.

**BIOL 3701 Topics in Genetics (1-4 Credits)**

Topics vary; may include genetic methods, molecular genetics, human genetics, chromosomes or population genetics; one topic per quarter. May be repeated for credit. Taught from original literature. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2510 and/or instructor's permission.

**BIOL 3702 Advanced Topics in Regulatory Biology (1-4 Credits)**

Topics vary; may include endocrinology, physiology or immunology; one topic per quarter. May be repeated for credit. Taught from original literature. Prerequisite: varies with topic and instructor; instructor's permission usually required.

**BIOL 3703 Advanced Topics in Developmental Biology (1-4 Credits)**

Topics vary; may include gene expression in development, developmental immunogenetics, developmental biochemistry or aging; one topic per quarter. May be repeated for credit. Taught from original literature. This course counts as a category elective for the Molecular Biology major. Prerequisite: instructor's permission.

**BIOL 3704 Advanced Topics in Cell Biology (1-4 Credits)**

Topics vary; may include supramolecular structure, microscopy, membranes and techniques. May be repeated for credit. Taught from original literature. This course counts as a category elective for the Molecular Biology major. Prerequisites: BIOL 2120.

**BIOL 3705 Advanced Topics in Molecular Biology (1-4 Credits)**

Topics vary, but may include biochemistry, supramolecular structure and function, molecular genetics, membrane biology. May be taken more than once for credit. Taught from original literature. This course counts as a category elective for the Molecular Biology major. Prerequisite: varies with course and instructor; instructor's permission usually required.

**BIOL 3706 Topics in Evolution (1-4 Credits)**

Topics vary, but may include molecular evolution, plant evolution and animal evolution. Prerequisite: BIOL 2120 and BIOL 2510.

**BIOL 3707 Advanced Topics in Conservation Biology (1-4 Credits)****BIOL 3708 Topics in Integrative Physiology (2-4 Credits)**

Topics for this course include, but are not limited to, human physiology and disease, integrative physiology, environmental or social impacts on human physiology and health, and comparative physiology. Students will gain knowledge of a specific topic in physiology and/or pathophysiology through discussion of current literature and research. May be repeated for credit. Prerequisite: BIOL 2120.

**BIOL 3800 Human Molecular Biology (4 Credits)**

Medical Genetics is the 24th member of the American Board of Medical Specialties. This course will introduce students to the fundamentals of molecular biology with an emphasis on understanding of how the field is applied in the context of medical diagnostics, personalized/precision medicine and other commercial applications. Students will be introduced to published research reports and provided with opportunities to critically examine the application of molecular biology to central questions in such areas as oncology, inherited diseases and genetically engineered organisms. Prerequisite: BIOL 2510.

**BIOL 3850 Genetic Engineering (4 Credits)**

This course will cover principles in gene manipulation and its application in research, medicine and industry. More specifically, this course will explain emerging technologies in genetic engineering and its practical and ethical implications. Topics will incorporate historical and emerging aspects of developmental biology, chemistry, and genetics as well as current techniques in genetic manipulation that are related to genomic editing. Additionally, students will be trained to interface with genomic databases and employ DNA sequence editing software to manipulate DNA sequences to achieve novel cloned products. This course counts as a category elective for the Molecular Biology major. Prerequisite for this course is Genetics BIOL 2510.

**BIOL 3855 Genetic Model Organisms in Health & Disease (4 Credits)**

This course is focused on how basic science studies using genetic model organisms have had a major impact on human health and disease in addition to helping us understand fundamental aspects of biology. We will cover clinically relevant recent advances from bacterial studies (i.e. CRISPR/Cas9-mediated genome editing) to how studies in fruit flies revealed insights into immune disease. Students will gain a better appreciation for why researchers using model organisms were awarded Nobel prizes as well as why major medical funding organizations like the National Institutes of Health, American Cancer Society, and American Heart Association support research using non-human systems. This course will prepare students to understand health-relevant research from varied model systems. Students will learn practical aspects for determining which model systems are best suited to answer which types of questions. They will also practice designing experiments and defending their importance in grant abstract-style essays. Prerequisites: BIOL 2120 and BIOL 2510.

**BIOL 3910 Viruses & Infectious Human Diseases (4 Credits)**

From sexually transmitted viruses to bacterial pneumonia, infectious pathogens are the number one threat to human health. This course will introduce students to prions, viruses and bacterial pathogens with an emphasis on those commonly encountered in clinical medical practice. Through the use of technical/scientific research journals students will be encouraged to investigate the etiology, pathogenesis and treatment of human infectious disease with an emphasis on the clinical, molecular diagnostic and therapeutic aspects of the disease. This course counts as a category elective for the Molecular Biology major. Prerequisite: BIOL 2510. Recommended prerequisite: BIOL 3800.



**BIOL 3920 Forensic Pathology (2-4 Credits)**

In its broadest definition, forensic science represents a fusion of the natural sciences, criminology and jurisprudence. The field of forensic pathology in particular focuses on the investigation of sudden, unnatural, unexplained or violent deaths. Using the most authoritative books available and a multimedia lecture format, students in this course gain an introductory understanding of the pathophysiology of wounding and death as well as the clinical antemortem symptomology of physical abuse, neglect and extrajudicial wounding. Students also learn about the processes responsible for the decomposition of corpses as well as the use of molecular and geometric tools for the reconstruction of crime scenes from bloodstain evidence. Finally, students learn how to integrate a variety of forensic tools in investigations of sexual assault, serial killers, traffic fatalities and mass deaths. Prerequisite: BIOL 2120 or permission of instructor.

**BIOL 3950 Undergraduate Research (1-10 Credits)**

Participation in faculty research programs by agreement between student and faculty member. Maximum of 5 quarter hours of BIOL 3950 and/or BIOL 3991 may be applied to the 45-quarter-hour requirement for a major in biological sciences.

**BIOL 3988 Study Abroad Resident Credit (0-18 Credits)****BIOL 3991 Independent Study (1-10 Credits)**

Topic in biology studied under faculty supervision. Student's responsibility to identify faculty supervisor before registering for class. Maximum of 5 quarter hours of BIOL 3991 and/or BIOL 3950 may be applied toward the 45-quarter-hour requirement for a major in biological sciences.

**BIOL 3995 Independent Research (1-10 Credits)**

## Black Studies (BLST)

**BLST 2150 Introduction to Black Studies (4 Credits)**

Black Studies began in 1968 as a discipline dedicated to understanding and improving the lived experience of Africans and African Americans. It started with the intention of providing a safe space for Black students to exercise their intellectual creativity, while engaging in accurate portrayals of the Black experience. Introduction to Black Studies is designed for all students as a cornerstone for the Black Studies minor. This course introduces students to the breadth and depth of Black Studies as a discipline, using primary and secondary sources. Introduction to Black Studies uses historical, interdisciplinary, intersectional, and transnational grounding in the study of Black people. Focused primarily on the U.S., this course examines current theories, methods, and goals in Black Studies while allowing students to delve into some of Black Studies' most current and exciting scholarship. In this course, students will think about what freedom and democracy have meant to African American people in the United States, and the ways that they have creatively expressed these meanings over time. This interdisciplinary introduction to Black Studies combines the teaching of foundational texts in the field while reinforcing skills in reading and writing learned throughout the quarter. The course will also meet the requirements for AI/SC. This course will also be cross listed with departmental courses from the multiple programs with courses that align with the Black Studies minor (i.e. ENGL 2xxx, HIST 2xxx, and RLGS 2xxx).

## Business Core (BUS)

**BUS 1099 Daniels Professional Development Program Part I (0 Credits)**

Some experiences are essential to a student's development, but don't fit well within the confines of a traditional course. This is a face-to-face zero-credit course intended to provide students with a framework to master professional development through experiential-based learning opportunities that will give them the necessary tools to identify a career path prior to graduation and succeed in their career development. Key topics include resume and cover letter development, understanding the business majors and associated career paths, and professional skill development such as appropriate business dress, communication, and etiquette.

**BUS 1440 The Fourth Industrial Revolution (4 Credits)**

This course provides a practical glimpse into the future of the global and competitive nature of business. From product ideation to product deployment, this course introduces students to business's role in society in promoting sustainability as the only successful business model for delivering value to customers and stakeholders of all kinds. Key business activities such as marketing, finance and accounting, working in teams, and product/service innovation and creativity are introduced. Key 4th industrial revolution technologies such as artificial intelligence (AI), the Internet of Things (IoT), distributed ledger technology and cryptocurrency, augmented/mixed/virtual reality, additive manufacturing, and autonomous, robotics, and drones are also introduced.

**BUS 2099 Daniels Professional Development Program Part II (0 Credits)**

This course is the second part of the Daniels Professional Development Program (DPDP). Similar to DPDP I, this course will expose students experiential-based learning opportunities that will provide the necessary tools and skills to successfully land an internship and full-time position prior to graduation. This will include attending a career fair, completing a mock interview and receiving real-time feedback, creating a professional LinkedIn profile, and attendance to career services workshops focused on professional development. Prerequisite: BUS 1099 and admission to Daniels.

**BUS 3000 Strategic Business Communications (4 Credits)**

Leading CEOs know what multiple studies confirm: competence in communication is an essential skill for entry-level positions in business, and excellence in communication is necessary to become an industry leader. This course is designed to allow extensive time to practice and receive expert coaching. Since communication skills develop over time, you will build proficiency through multiple oral and written assignments that increase in rigor and complexity. The assignments will give you the individual and team skills you will need to be successful in both your academic and professional career. The quarter culminates in a client project addressing real campus or community issues. Prerequisites: BUS 1099 (with Passing - "P" grade) and admission to Daniels.

**BUS 3099 Daniels Professional Development Program Part 3 (0 Credits)**

Some skills and certifications are essential to student success in landing an internship and full-time job at graduation but do not fit well within the confines of a traditional course. This zero-credit course will provide students with a platform to master skills to prepare them for a career in the Fourth Industrial Revolution. Relevant skills and certifications will vary based on a student's major and career interests. Common examples include Google Analytics, the Advanced Excel Certification, Python, Salesforce, and Robotic Process Automation.

**BUS 3441 The IoT Build (2 Credits)**

The Internet of Things (IoT) is moving rapidly toward "The Internet of All Things." From water bottles to clothing to furniture, everything in our everyday world will be connected to the Internet, sharing information about our lives. In this course, you'll get hands-on experience building IoT applications. You'll learn how to gather data from sensors such as weight, occupancy, sound, proximity, pressure, gas, and infrared. By 2030, there will be 500 billion devices connected to the Internet. This class will show you how.

**BUS 3442 Python Programming (4 Credits)**

Python is a general-purpose, high-level programming language suitable to a wide variety of tasks in today's interconnected and technology-based world. Python is also an object-oriented language, a necessity for real-time, dynamic, and web-based applications. In this course, you'll learn how to apply Python to basic programming elements such as data types, arithmetic operations, control structures, methods/functions, arrays, and file handling.

**BUS 3446 Blockchain and Cryptocurrency (2 Credits)**

Bitcoin was created in 2009 and eight years later it reached a record high of \$20,000 per coin. Bitcoin is a virtual currency, or more commonly known as a cryptocurrency, that is managed by a decentralized network of users instead of a government or central bank. Anonymity, low transaction fees, built-in scarcity, and borderless transactions are some of the benefits that Bitcoin provides. This course will provide a high-level overview of blockchain and cryptocurrency, starting from the beginning with the basic fundamentals of blockchain technology. You will gain a comprehensive understanding of blockchain, what it is, and how it is used in cryptocurrency and the opportunities available with decentralized applications. We will explore the concept of money as a medium of exchange for goods and services and how cryptocurrencies such as Bitcoin aim to replace traditional Fiat currencies.

**BUS 3450 Blockchain, Cryptocurrency & FinTech: What You Need To Know (4 Credits)**

Bitcoin made blockchain technology famous, it highlighted a transformative technology that facilitates the transfer of value between two entities without a trusted 3rd party. Blockchain technology has the potential to disrupt industries, financial systems and social norms. This course will study the fundamentals of Blockchain, cryptocurrency and financial technology (FinTech). We will begin with a high-level overview on the origin and concept of money and how it is valued. It will progress through an in-depth dive into the business of Blockchain, Bitcoin, Smart-Contracts and Financial Technology. This course will expose students to the opportunities, risks and challenges an immutable, decentralized system based on consensus presents. We will explore the consequence and application of blockchain technology in decentralized applications, DAOs, non-fungible tokens (NFTs), and the Metaverse. No prior knowledge of Blockchain, Cryptocurrency, and FinTech is required to take this course.

**BUS 3700 Topics in Business (0-10 Credits)****BUS 3800 Business for the Public Good (4 Credits)**

The vision of Business for the Public Good is to provide an impactful culminating experience in the Daniels Core in which students think critically and creatively to address a societal issue through the lens of business. In this capstone to the business core, students will identify a real-world problem and use business tools and knowledge to address the issue. Topics include stakeholder management, corporate social responsibility, models of business, globalization, the natural environment, technology, public policy, innovative design thinking, among others. This course is designed to explore the place of business in the context of society. The course will familiarize students with the relationships among the private, public and nonprofit sectors. The course will challenge students by engaging them in projects focused on pioneering business to achieve public good and public benefit. Enforced Prerequisite: MGMT 3000 (minimum grade of C-).

**BUS 3980 Internship (0-4 Credits)**

Initial for-credit internship experience for students pursuing a business major, creating the opportunity to acquire meaningful work experience in a supervised, practical setting. Prerequisite: BUS 1440 (minimum grade of C-).

## **Business Ethics and Legal Studies (LGST)**

**LGST 2000 Foundations of Business Law (4 Credits)**

Managerial perspective on the role of law and its relationship to business environment; emphasis on American legal system (history of law, courts and civil procedure), private law (business torts, contracts, corporate responsibilities and business ethics), and governmental intervention (constitutional law, employment law, white collar criminal law and corporate/securities law). Prerequisites: Grade of C- in BUS 1440 and sophomore standing.

**LGST 2560 The Constitution & Business (4 Credits)**

Current real world issues are analyzed in the exploration of constitutional law as it relates to business and free enterprise. Prerequisites: LGST 2000.

**LGST 2570 Contracts for Business (4 Credits)**

This course includes a comprehensive discussion of major contractual topics—including drafting and negotiation - and how they relate to legal and ethical elements of business. Prerequisites: LGST 2000.

**LGST 2910 Daniels Ethics Fellows I: Community Impact (2 Credits)**

This course comprises the first half of the Daniels Ethics Fellows curriculum. Over ten weeks, both inside and outside of the classroom, students engage in a rigorous introduction to principle-based ethical reasoning and decision-making. The course culminates in a student-crafted ethics project that must successfully incorporate each of the eight Daniels Fund Ethics Initiative principles and positively impact their community. Along the way, students must: (1) engage in spirited classroom discussions revolving around legal cases with important ethical repercussions, (2) interact with prominent community leaders invited to present on contemporary ethical challenges, (3) collaborate to structure their ethics project on a budget (provided with Daniels Fund Ethics Initiative funds) and within class guidelines, (4) justify and defend their project progress on three occasions to an Impact Council made up of professors and community leaders, and (5) engage in a series of online quizzes designed to evaluate ethical reasoning and growth.

**LGST 2920 Daniels Ethics Fellows II: Business Impact (2 Credits)**

This course comprises the final half of the Daniels Ethics Fellows curriculum. Over ten weeks, both inside and outside of the classroom, students engage in a rigorous introduction to principle-based ethical reasoning and decision-making. The course culminates in a student-crafted ethics project that must successfully incorporate each of the eight Daniels Fund Ethics Initiative principles and positively impact the business community. Along the way, students must: (1) engage in spirited classroom discussions revolving around legal cases with important ethical repercussions, (2) interact with prominent business leaders invited to present on contemporary ethical challenges, (3) collaborate to structure their ethics project on a budget (provided with Daniels Fund Ethics Initiative funds) and within class guidelines, (4) justify and defend their project progress on three occasions to an Impact Council made up of professors and business leaders, and (5) engage in a serious writing assignment designed to evaluate ethical reasoning and growth. Prerequisite: LGST 2910.

**LGST 2960 Employment Law & Ethics (4 Credits)**

This course will introduce students to the key laws, rules and regulations governing employment in the United States. The course will explore workplace issues that arise because of the intersection of the hierarchical nature of organizations and the diversity of employees. As such, we will discuss workplace policies, practices and operations and their interactions with employment laws. This is an interactive course that will address issues such as: What is work? How do we value it? Who is an employee? What are the rights of employers? What are the rights of individuals in the workplace? What are some of the ethical issues faced by employers and employees, and how can both groups successfully navigate them? Graduate students will be assigned an independent study project focused on issues(s) faced by the Chief Human Resources Officer of an organization - a leader and strategic business partner in the organization. Prerequisites: LGST 2000 for undergraduate students; no prerequisite for graduate students.

**LGST 3030 The Supreme Court & Your Life (2 Credits)**

This course evaluates the most critical ways in which the United States Supreme Court interacts with and affects an individual's life, career, education, freedom, and future. Over ten weeks, we analyze how: (1) each major section of the Constitution and how it makes its way to the Court, (2) is ultimately interpreted by each of the nine current Justices, and (3) the subsequent repercussions of the opinion. The primary vehicles used for this task are actual Supreme Court cases, federal circuit court opinions, and legal briefs filed by the parties and interest groups on both sides of each dispute. Each of these documents is part of the public record and easy to locate. Because many students are likely to hear, believe, and/or resonate with only one side of each politically-charged divisive case heard by the Court (perhaps because they listen to only one news source or affiliate primarily with people of the same ideological bent), this class will emphasize the importance of seeing both sides of important public policy, legal, and ethical issues before taking a position. This is a valuable skill that is often neglected in college courses but will take a student far in life.

**LGST 3100 Business Ethics & Social Responsibility (4 Credits)**

The purpose of this course is to introduce students to ethical concepts, theories and issues as they relate to business and managerial decision making. A primary focus includes topics such as employee privacy, sales responsibility, sexual harassment, discrimination, intellectual property, whistle blowing, and career/family conflicts. The course is also designed to introduce students to more general approaches or ways of thinking about ethics, and students grapple with some of the basic and fundamental problems of ethics. Cross listed with MGMT 3100. Prerequisites: LGST 2000.

**LGST 3200 Ethics & Your World (2 Credits)**

This course evaluates the how ethical decision-making can benefit a person professionally, personally, and as part of a community operating under a social contract more generally. This holistic approach evaluates ethics from many different viewpoints such as: (1) a professional calling, (2) happiness versus joyfulness, (3) moral sacrifices, (4) money and ethics, (5) beauty and ethics, (6) popularity and esteem and ethics, (7) priorities, (8) daily motivation, (9) ethical decision-making frameworks, and (10) a consistent and moral worldview. The ethical decision-making frameworks include Utilitarianism, Deontology, Virtue Ethics, Ethical Egoism, Libertarianism, and the Real Rabbits approach.

**LGST 3330 Advanced Constitutional Law (2 Credits)**

This course evaluates the most critical ways in which the United States Supreme Court interacts with and affects an individual's life, career, education, freedom, and future. Over ten weeks, we analyze how: (1) each major section of the Constitution applies to each case and how the case makes its way to the Court, (2) each case is ultimately interpreted by each of the nine current Justices, and (3) the subsequent repercussions of the opinion resonate in the business world. The primary vehicles used for this task are actual Supreme Court cases, federal circuit court opinions, and legal briefs filed by the parties and interest groups on both sides of each dispute. Each of these documents is part of the public record and easy to locate. Because many students are likely to hear, believe, and/or resonate with only one side of each politically-charged divisive case heard by the Court (perhaps because they listen to only one news source or affiliate primarily with people of the same ideological bent), this class will emphasize the importance of seeing both sides of important public policy, legal, and ethical issues before taking a position. This is a valuable skill that is often neglected in college courses but will take a student far in life.

**LGST 3400 White Collar & Corporate Crime (4 Credits)**

This course offers an essential overview of corporate and “white collar” crime. Through the use of real-world case studies, legal and ethical analysis, criminological research and cultural reference materials such as iconic films and books, this course offers insight into the types, causes, and effects of crimes committed by businesses, corporate officers and directors, professionals and public officials. It will foster critical analysis of contemporary efforts to address recurring problems of corruption, bribery, fraud, insider trading, money laundering, collusion and more through the enactment of criminal statutes, international treaties, regulatory disclosure requirements, investigative methods, and litigation. Prerequisite: Undergraduates registering for this cross-listed course must complete LGST 2000. Graduate students are strongly advised to have successfully completed a course in business law.

**LGST 3440 The Supreme Court & Your Life: Constitutional Law, Ethics & Policy for the 21st Century (2 Credits)**

This course evaluates the most critical ways in which the United States Supreme Court interacts with and affects an individual's life, career, education, freedom, and future. Over ten weeks, we analyze how: (1) each major section of the Constitution and how it makes its way to the Court, (2) is ultimately interpreted by each of the nine current Justices, and (3) the subsequent repercussions of the opinion. The primary vehicles used for this task are actual Supreme Court cases, federal circuit court opinions, and legal briefs filed by the parties and interest groups on both sides of each dispute. Each of these documents is part of the public record and easy to locate. Because many students are likely to hear, believe, and/or resonate with only one side of each politically-charged divisive case heard by the Court (perhaps because they listen to only one news source or affiliate primarily with people of the same ideological bent), this class will emphasize the importance of seeing both sides of important public policy, legal, and ethical issues before taking a position. This is a valuable skill that is often neglected in college courses but will take a student far in life.

**LGST 3450 Impact of Driverless Mobility: Business, Legal & Ethical Implications (4 Credits)**

Smartphones and personal computers have changed the world and how we live in it. Now, Driverless Vehicles are poised to profoundly reshape our transportation systems, real estate development, access to goods and services, and our collective ecological footprint. In our “Impact of Driverless Mobility” course, we will consider many of the broad implications of this disruptive technology, including, but not limited to, the many legal, ethical and business considerations. Prerequisite: LGST 2000.

**LGST 3510 CEOs and Corporate Governance (4 Credits)**

The course examines the current and pressing issue of corporate governance, in its ethical, legal, and social dimensions. Students read the latest views of scholars and experts and gain the perspectives of corporate CEOs and other organization leaders. Topics explored include the history of various governance models, public policy on corporate governance, corporate board functions and responsibilities, the dynamics between CEOs and boards, ethical leadership and corporate culture, ethics and compliance programs, executive liability, nonprofit corporate governance, board and audit committee responsibilities, restructuring and governance, executive compensation problems and solutions, shareholder activism, and corporate governance reforms. Each student will complete four papers or projects during the quarter, which will focus on a single corporate case study. The course projects will be designed to address and research the major dimensions of the course. Guest speakers will include corporate CEOs, board members, corporate general counsel, regulators, and investors.

**LGST 3520 Legal and Ethical Issues in Purchasing a Home (4 Credits)**

In this course, we will be considering some of the legal and ethical considerations that purchasers, sellers and agents face when buying or selling a home. This course will take students through the process of purchasing a home, from the initial stage of working with a real estate broker (including brokerage agreements and agency law), to submitting an offer/negotiations, understanding the contract terms, contingencies and implications, loan/financing considerations, title review, appraisal, inspections, objections and negotiations, and the closing of the purchase/sale. Prerequisite: LGST 2000.

**LGST 3540 Impact of Driverless Mobility (4 Credits)**

Smartphones and personal computers have changed the world and how we live in it. Now, Driverless Vehicles are poised to profoundly reshape our transportation systems, real estate development, access to goods and services, and our collective ecological footprint. In our “Impact of Driverless Mobility” course, we will consider many of the broad implications of this disruptive technology, including, but not limited to, the many legal, ethical and business considerations. Prerequisite: LGST 2000.

**LGST 3550 Topics in Business Law II (4 Credits)**

Law relating to general and limited partnerships, corporations, property, securities law, professional responsibilities and related studies. Accounting students only. Prerequisites: LGST 2000.

**LGST 3600 Business and Global Values (4 Credits)**

This course explores the current state of globalization and its impact on business. In the context of ethical and legal norms, the course will examine how formal governmental and intergovernmental organizations (IGOs), as well as non-governmental organizations (NGOs), pressure business and affect business strategy and decisions. The course will also examine how business can adapt to comparative values and cultures in the international system, as well as universal values, and analyze issues and cases from both idealist and realist perspectives. Students will apply analytical tools from ethics, law, and public policy in examining leading business cases on the following topics: global terrorism and political risk. Prerequisite: LGST 2000.

**LGST 3700 International Business Law (4 Credits)**

Introduction to public international law (rights and duties of states and intergovernmental organizations) and to private international law (rights and duties of individuals, businesses and nongovernmental organizations) in international affairs. Key issues include alternative dispute resolution (ADR), privatization, intellectual property, international sales, the Foreign Corrupt Practices Act, trade (GATT and WTO), and the international facilities that deal with the adjudication and resolution of business and legal issues. Prerequisites: LGST 2000.

**LGST 3701 Topics in Legal Studies (1-4 Credits)**

Exploration of various topics and issues related to business ethics and legal studies. Prerequisites: LGST 2000.

**LGST 3710 E-Commerce Law and Ethics (4 Credits)**

Over the past 20 years, changes in technology have been dramatic and far-reaching, and navigating the future will continually challenge the business professional. This course examines the legal and ethical dimensions of online privacy, security, marketing, contracts and intellectual property.

Prerequisites: LGST 2000.

**LGST 3720 Negotiation & Conflict Resolution in Business (4 Credits)**

This course is a rigorous exploration of negotiating business deals. Students will learn to develop strategies in a variety of conflict situations.

Students will work closely with the professor and each other in simulations to address negotiation challenges, engage in mediation and arbitration, and become effective masters at resolving conflict. Prerequisites: minimum grade C- in LGST 2000.

**LGST 3740 Daniels Fund Ethics Consortium Case Competition Seminar (2 Credits)**

The Daniels Fund Ethics Consortium Case Competition — a component of the Daniels Fund Ethics Initiative Collegiate Program — exposes students to a thought-provoking business ethics case on principle based crisis management in business. The competition builds on the principle-based ethical framework central to decision making in a complex business environment. Students in this class will learn how to work in teams in order to collaboratively analyze, present, and respond to various scenarios of businesses in crisis as well as respond to questions posed by a panel of judges. The course challenges students' ethical reasoning and provides a significant opportunity to increase awareness of the importance of principle-based ethics for business crisis management.

**LGST 3790 Entrepreneur & Family Business (4 Credits)**

This course covers (1) how an individual starts a business, (2) what you must know to get a new business off the ground and moving towards success, (3) the most current issues involving the creation of value, (4) strengthening and growing family businesses through the process of adopting best practices in governance, coupled with ethical conduct, value based leadership and legal compliance. Students are moved along tracks from which they can both observe and absorb a means to insure success and longevity in operating an individually owned or family owned business. Cross listed with LGST 4790. Prerequisites: LGST 2000.

**LGST 3980 Internship (1-5 Credits)****LGST 3991 Independent Study (1-8 Credits)**

Independent research/study; requires written report. Prerequisites: LGST 2000 and instructor's permission.

## Business Information and Analytics (INFO)

**INFO 1010 Analytics I: Data Management and Analysis (4 Credits)**

The amount of data businesses are able to maintain and process is growing exponentially, and the ability to manage that data successfully can give a business a tremendous competitive advantage. This course introduces the student to the business data landscape, as well as basic data management and analysis skills through spreadsheet and database applications. Student projects focus on data collection, data cleansing and mining, statistical and graphical analysis, basic modeling, and written presentation skills. Corequisite with INFO 1011.

**INFO 1011 Microsoft Excel Certification Lab (0 Credits)**

This course covers basic topics in Excel and is designed to prepare students for the Microsoft Office Specialist Excel exam (associate level) and to introduce students to the basic Excel features and functions that will be used in future classes and professional settings. In the Daniels College of Business, passing the Microsoft Office Excel Specialist Exam is a pre-requisite for other classes, is a requirement for secondary admission, and is a graduation requirement. The course uses projects to represent real-world scenarios. No prerequisites or restrictions.

**INFO 1020 Analytics II: Business Statistics and Analysis (4 Credits)**

Businesses can never have perfect information; therefore, they must employ statistical techniques to improve the decision-making process. This course introduces students to the basic tenets of probability and statistics, with an emphasis on business applications. Statistical models as decision-support tools are taught. Student projects focus on data collection, data analysis, decision analysis, and written presentation skills. Prerequisites: INFO 1010, and (MATH 1200 or MATH 1951). Corequisite: INFO 1021.

**INFO 1021 Microsoft PowerPoint and Word Certification Lab (0 Credits)**

This course covers basic topics in Word and PowerPoint and is designed to prepare students for the Microsoft Office Specialist Word and PowerPoint exams (associate level) and to introduce students to the basic Word and PowerPoint features that will be used in future classes and professional settings. In the Daniels College of Business, passing the Microsoft Office Word Specialist Exam and Microsoft Office PowerPoint Specialist Exam is a pre-requisite for other classes, is a requirement for secondary admission, and is a graduation requirement. The course uses projects to represent real-world scenarios. Corequisite: INFO 1020. No prerequisites or restrictions.

**INFO 1031 Advanced Excel Certification Lab (0 Credits)**

The course covers advanced topics in Excel. The course goes beyond just the topics on the Excel Expert Certification exam and looks at functions and features that students are likely to use in work situation. The course uses projects to represent real-world scenarios. A score of 850 or higher on the Microsoft Office Specialist Excel exam (associate level) is highly recommended (but not required) to be sufficiently prepared for this course, and to be able to progress through course material in preparation of the Microsoft Office Excel Expert exam.

**INFO 2020 Analytics III: Business Modeling and Analysis (4 Credits)**

Businesses make decisions and improve processes using a variety of modeling and analytic techniques. This course introduces the student to the techniques of multiple regression analysis, time series analysis, spreadsheet modeling, and simulation for solving a variety of business problems. Applications include economic forecasting, supply chain management, and project management. Student projects focus on using spreadsheet modeling for problem solving, and emphasize written and oral presentation techniques. Prerequisites: INFO 1020 and all MOS certifications.



**INFO 3100 Automating Business Processes (4 Credits)**

This course focuses on using Microsoft Excel and Python to support decision making for managers. This course will cover advanced Excel functions and menu options along with basic spreadsheet modeling design and good practices. It will also cover automating tasks in Excel using VBA. We will then transition into using Python to create programs outside of the Microsoft Office environment. In both platforms the focus is on basic programming logic, reading and writing data, creating data summaries and pivot tables and basic statistical tests and summaries. Prerequisite: INFO 2020.

**INFO 3110 Applied Nonparametric Statistics (4 Credits)**

This course develops a more advanced understanding of the fundamental concepts of probability and statistics, and how they relate to managerial type problems and decision making. You will develop experience performing and interpreting standard and particularly nonparametric data analysis methodologies, such as the sign test, the signed rank test, the rank sum test, and nonparametric correlations. You will obtain familiarity with a statistical software package. Prerequisite: INFO 2020 (minimum grade of C-).

**INFO 3140 Foundations of Information Management (4 Credits)**

This course introduces students to the foundations of information management (e.g. database management). Specifically, this course will focus on database theory, appropriate database design, modeling tools, and the practical issues of database implementation and management. Designing and developing databases is an iterative process, and the class approach will be practical and hands-on. Prerequisite: INFO 2020.

**INFO 3200 Data Mining and Visualization (4 Credits)**

This course explores the concepts of storytelling with data, prediction modeling, and presenting statistical results. It covers the concepts of visualization terminology along with all the steps of the modeling process: define goal, get data, explore & visualize data, pre-process data, partition the data series, apply modeling technique(s), evaluation and compare performance, implement the model, and communicate the results. The modeling techniques covered include Time Series Forecasting, Clustering, Principal Components Analysis, Decision Trees, Naïve Bayes, K-Nearest Neighbor, Multiple and Logistic Regression, and Machine Learning Approaches. This course also covers the interpretation of real-time business data in terms of dashboards and scorecards. Prerequisite: INFO 2020.

**INFO 3240 Enterprise Information Management (4 Credits)**

This is the second in a series of two courses designed to introduce students to information management. This course focuses on procedural programming using T-SQL, an introduction to an enterprise information management system using Microsoft SQL Server and an introduction to an integrated development environment using Microsoft Visual Studio. Prerequisite: INFO 3100 and INFO 3140.

**INFO 3300 Data Warehousing and Business Intelligence (4 Credits)**

This course introduces students to the main components of a data warehouse for business intelligence applications. Students will learn how a data warehouse fits into the overall strategy of a complex enterprise, how to develop data models useful for business intelligence, and how to combine data from disparate sources into a single database that comprises the core of a data warehouse. Students will also explore how to define and specify useful management reports from warehouse data. Prerequisite: INFO 3240.

**INFO 3320 Sports Analytics (4 Credits)**

This course serves as an introduction to sports analytics. Analytical topics will include, but are not limited to, regression (or predictive) modeling, optimization, ranking methodologies, web scraping, among others. Sports topics will include topics from most professional sports, gambling (daily fantasy sports), and business operations. In addition, the students will learn how to communicate their results (business reports, dashboards, etc.) of the various modeling exercises and projects using RStudio and the RMarkdown suite of tools.

**INFO 3340 Project Management and Simulation (4 Credits)**

"Cheaper, better, faster" is the mantra of modern business. Innovation, providing new products and services or using improved business processes, has become a prerequisite for businesses to thrive and flourish. Project Management is a discipline which supports innovation by examining how to facilitate one-time events such as constructing a building, installing a software system, taking a product to market, reengineering a marketing process, or merging an acquired company. In this course, we examine the science, practice the art, and discuss the folklore of project management to enable students to contribute to and manage projects as well as to judge when to apply this discipline. Monte Carlo simulation modeling is also covered to explore the benefits and limitations of simulation as a tool for solving business problems, and to present students with the opportunity to build, analyze, and report on Monte Carlo simulations. Prerequisite: INFO 2020.

**INFO 3350 Statistical Computing (4 Credits)**

This course will provide the student with a base of skills necessary to program in one or more common scripting software packages. No prior programming knowledge is required. After completion of the course, the student will be able to independently perform most basic statistical procedures using either software package. The student will also have the tools necessary to learn advanced topics from the software package documentation by themselves. Prerequisite: INFO 2020.

**INFO 3400 Complex Data Analytics (4 Credits)**

This course explores the concepts of the considerations and management of big data projects. It also explores technical aspects of performing text analytics and natural language processing, social network analysis, and social media analysis. We focus on social data for many of the examples and also explore how disparate data sources can be combined to provide insight for business decisions. Prerequisite: INFO 3200.

**INFO 3440 Optimization Modeling (4 Credits)**

This course introduces concepts and techniques for the modeling and solution of business decision problems. It gives broad coverage to the formulation of optimization models and the use of commercially available software tools for solving them. These models include topics such as linear programming, integer programming, the transportation and assignment problems, network optimization models and non-linear programming. Emphasis is placed on the process of analyzing business scenarios, formulating models in spreadsheet and open-source software, interpreting model output, and presenting written project reports. Prerequisite: INFO 2020.



**INFO 3477 Database-Driven Websites (4 Credits)**

This course provides a comprehensive overview of website development. Students explore the prevailing vocabulary, tools, and standards used in the field and learn how the various facets including HTML5, CSS, JavaScript, VBScript, ASP, PHP, HTTP, clients, servers, and databases function together in today's web environment. In addition, software and services that are easily incorporated into a website (e.g. maps, checkout, blogs, content management) are surveyed and discussed. Students produce an interactive website on the topic of their choice for the final project and leave the course prepared to develop real world database driven websites. Prerequisite: INFO 3140.

**INFO 3500 Capstone/Senior Project (4 Credits)**

This course gives the student an opportunity to apply the knowledge and skills learned in this program to a real-world problem submitted by a partner business. Students take a business problem from problem definition, data collection, and model construction, through analysis and presentation of results to recommendations for specific business decisions. Prerequisites: All other Business Analytics major courses.

**INFO 3700 Topics in Business Analytics (1-4 Credits)**

Exploration of various topics and issues related to timely analytics applications. Prerequisite: INFO 2020.

**INFO 3980 Internship (0-10 Credits)**

Internship; requires written report.

**INFO 3991 Independent Study (0-4 Credits)**

Independent research/study; requires written report.

## Chemistry (CHEM)

**CHEM 1001 Science of Contemporary Issues I (4 Credits)**

CHEM 1001 is the first class in a three-quarter sequence focused on real-world applications of chemistry. The first quarter focuses on sustainability, pollution, and climate change. To understand these topics, we will explore the behavior of gases, properties of solutions, chemical reactions in the atmosphere, and acid-base chemistry. This course cannot be taken for credit for a chemistry major or minor. A lab fee is associated with this course. The course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**CHEM 1002 Science of Contemporary Issues II (4 Credits)**

CHEM 1002 is the second class in a three-quarter sequence focused on real-world applications of chemistry. This course focuses on fossil fuels, renewable resources, nuclear energy, batteries, and fuel cells. To understand these topics, we will examine combustion reactions, radioactive elements, nuclear waste, and electrochemistry. This course cannot be taken for credit for a chemistry major or minor. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: CHEM 1001.

**CHEM 1003 Science of Contemporary Issues III (4 Credits)**

CHEM 1003 is the final class in a three-quarter sequence focused on real-world applications of chemistry. This course focuses on plastics, nutrition, drugs, and genetic engineering. To understand these topics, we will learn about polymerization, macromolecules, and the chemistry behind foods such as fats, proteins, and carbohydrates. This course cannot be taken for credit for a chemistry major or minor. A lab fee is associated with this course. The course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: CHEM 1002.

**CHEM 1010 General Chemistry I (3 Credits)**

The first course in the introductory chemistry sequence for natural science and engineering majors. Topics covered include atomic and molecular structure, reactions in solution, and thermochemistry. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 1240.

**CHEM 1020 General Chemistry II (3 Credits)**

The second course in the introductory chemistry sequence for science and engineering majors. Topics covered include thermodynamics, equilibria including acids and bases, and kinetics. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Pre-requisites: CHEM 1010 and CHEM 1240; Co-requisite: CHEM 1250.

**CHEM 1240 General Chemistry I Laboratory (1 Credit)**

Laboratory to accompany CHEM 1010. Experiments illustrate aspects of atomic structure, chemical bonding and thermochemistry. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 1010.

**CHEM 1250 General Chemistry II Laboratory (1 Credit)**

Laboratory to accompany CHEM 1020. Experiments illustrate chemical principles applied to equilibrium of acids/bases, kinetics, and thermodynamics. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Pre-requisites: CHEM 1010 and CHEM 1240; Co-requisite: CHEM 1020.

**CHEM 2131 Chemistry of the Elements (3 Credits)**

Descriptive chemistry of main group and transition elements including redox and coordination chemistry. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 1020 and CHEM 1250. Corequisite: CHEM 2141.

**CHEM 2141 Chemistry of the Elements Lab (1 Credit)**

Laboratory to accompany CHEM 2131. Study of reactions of main group and transition elements including redox and coordination chemistry. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**CHEM 2240 Introduction to Environmental Chemistry (4 Credits)**

An introduction to the chemistry of the environment. Topics cover the chemistry of air, water, and soil with a special focus on the influence that humankind has on the natural environment. Course provides tools to understand environmental science from a chemical perspective. The course is a combined lecture and laboratory. Primarily for environmental science majors. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 1010, CHEM 1020, CHEM 1040, and CHEM 1250.

**CHEM 2270 Quantitative Chemical Analysis (4 Credits)**

This combined lecture-laboratory course is primarily focused on understanding and applying the principles and techniques associated with making quantitative chemical measurements. Topics covered include statistics, applications of acid-base, complexation, precipitation, and redox titrations in chemical measurements, activity, electroanalytical techniques, and gravimetric analysis. Lab Fee associate with this course. Prerequisites: CHEM 2131 and CHEM 2141 or CHEM 2240.

**CHEM 2451 Organic Chemistry I (3 Credits)**

Structure and reactions of covalent compounds of carbon. Satisfies organic chemistry requirement in chemistry, biology and related fields. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: CHEM 2131 and CHEM 2141.

**CHEM 2452 Organic Chemistry II (3 Credits)**

Structure and reactions of covalent compounds of carbon. Satisfies organic chemistry requirement in chemistry, biology and related fields. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: CHEM 2451 and CHEM 2461.

**CHEM 2453 Organic Chemistry III (3 Credits)**

Structure and reactions of covalent compounds of carbon. Satisfies organic chemistry requirement in chemistry, biology and related fields. Prerequisite: CHEM 2451, CHEM 2452, CHEM 2461, and CHEM 2462.

**CHEM 2461 Organic Chemistry Lab I (1 Credit)**

Laboratory course in theory and practice of preparative and analytical organic chemistry, including introduction to IR and NMR spectroscopy. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 2451.

**CHEM 2462 Organic Chemistry Lab II (1 Credit)**

Laboratory course in theory and practice of preparative and analytical organic chemistry, including introduction to IR and NMR spectroscopy. Lab fee associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Co-requisite: CHEM 2452.

**CHEM 2463 Organic Chemistry Lab III (1 Credit)**

Laboratory course in theory and practice of preparative and analytical organic chemistry, including introduction to IR and NMR spectroscopy. Lab fee associated with this course. Co-requisite: CHEM 2453.

**CHEM 3110 Chemical Systems I (3 Credits)**

Advanced discussion of modern concepts of organic chemistry; bonding, stereochemistry, reaction mechanisms. Prerequisites: CHEM 2453 and equivalent of one year of physical chemistry.

**CHEM 3120 Chemical Systems II (3 Credits)**

Interpretation of trends in the chemistry of the elements in terms of orbital interactions. Most examples will be taken from the third row transition metals and the boron and carbon groups. Prerequisites: CHEM 2131, CHEM 3310 and CHEM 3110.

**CHEM 3130 Chemical Systems III (3 Credits)**

Advanced-level physical biochemistry course intended for advanced-level undergraduates and graduate students. Focuses on kinetic, thermodynamic and dynamic aspects of biopolymers; delineates the relationship of these properties to the mechanism and function of biological macromolecules. Prerequisites: CHEM 3811, CHEM 3812, CHEM 3813, CHEM 3610 or the equivalent.

**CHEM 3210 Instrumental Analysis (4 Credits)**

Course focus is toward students' understanding of instrumental components and the theory behind both component's and instrument's operation. Emphasis is on techniques such as spectroscopy and chromatography. Students will experience extensive hands-on use of a number of instruments. Course provides a strong background for Chemistry Frontiers (CHEM 3500) and emphasizes techniques and skills sought by chemical and biotechnology industries. Lab fee associated with this course. Prerequisites: CHEM 2011 or CHEM 2270.

**CHEM 3220 Advanced Analytical Chemistry (3 Credits)**

Principles of chemical instrumentation applied to analytical measurements; principles, instrumentation and applications of spectrometric and chromatographic measurements. Prerequisites: CHEM 3210 and CHEM 3621, or the equivalent.

**CHEM 3310 Structure and Energetics I (3 Credits)**

Fundamentals of quantum chemistry, and introduction to symmetry and molecular structure of small and large systems. Prerequisite: one year of physical chemistry.

**CHEM 3320 Structure and Energetics II (3 Credits)**

Computational methods in chemistry. Prerequisites: CHEM 3310, one year of physical chemistry.

**CHEM 3410 Atmospheric Chemistry (3 Credits)**

The concepts of equilibrium thermodynamics, kinetics, and photochemistry will be applied to understanding atmospheric processes. Covers urban air pollution in detail with focus on primary pollutants. Also covers stratospheric chemistry with focus on ozone chemistry and the chemistry of climate change. Prerequisites: (CHEM 2270 and CHEM 2453) OR CHEM 2240.

**CHEM 3411 Aquatic Chemistry (3 Credits)**

The circulation of the oceans and their chemical make-up. 'Classical water pollution problems' like biological oxygen demand and turbidity are discussed. Also presented: aquifer structure and flow, ground water chemistry, pollutant partitioning between stationary and mobile phases, heterogeneous surface chemistry, and the detection of trace contaminants. Prerequisites: (CHEM 2270 and CHEM 2453) or CHEM 2240.

**CHEM 3412 Environmental Chemistry & Toxicology (3 Credits)**

A survey of environmental toxicology concepts: animal testing, dose-response data, epidemiology, risk assessment. The course includes ecotoxicology, focusing on the alteration of biological and chemical systems beyond the simple response of an individual to an environmental chemical. Prerequisites: CHEM 2270 and CHEM 2453.

**CHEM 3413 Aerosol Science (3 Credits)**

CHEM 3413 is an introductory course that presents fundamental concepts associated with atmospheric aerosols in both natural and human environments. The course will focus on the sources, behavior, and effects of atmospheric aerosols, or particulate matter (PM) within the contexts of the natural environment and climate, human health, and industrial applications. The course will provide an overview of the chemical and physical characteristics of particulate matter and measurement methods, including chemical reactions that lead to aerosol formation and transformation. Examples and demonstrations will discuss applications to medical science, public health, clouds and climate, air pollution, colors in the sky, the built environment, mechanical engineering, chemical industry, and many other topics that stimulate curiosity. Aerosols affect almost every aspect of the environment and human health and are an important part of countless industrial processes or commercial products. The course is designed to provide a background to students interested in further study or careers broadly in (a) the environmental sciences, (b) medical or health sciences, or (c) many chemical or other scientific or engineering fields where aerosol processes are involved. CHEM 3413 will be taught at an upper-division (3000) level, but with enough flexibility to expect all environmental science, chemistry, biochemistry, biology, ecology, or engineering majors with the prerequisite year of chemistry to have fun and be able to learn effectively and succeed. The course is lecture-only; no lab is required, although demonstrations and hands on activities will be involved. The course fulfills requirements for the Environmental Chemistry B.S. major or minor, elective credit toward the Environmental Science B.S. or B.A. majors, and elective credit toward graduate programs in Chemistry. Prerequisite: CHEM 2240 or CHEM 2131.

**CHEM 3500 Chemistry Frontiers (3 Credits)**

Advanced-level laboratory course required for all undergraduates majoring in chemistry or environmental chemistry. Emphasis on the development of oral, written, computer and presentation skills necessary for success as a scientist. Skills will be honed through state-of-the-art laboratory experiences from diverse areas of chemistry. Lab fee associated with this course. Prerequisites: CHEM 3210 and CHEM 3610.

**CHEM 3610 Physical Chemistry I (3 Credits)**

Fundamentals of thermodynamics, including phase and reaction equilibria, properties of solutions, and electrochemistry needed for advanced study in life sciences and for Physical Chemistry II and III. May be taken for graduate credit by nonchemistry majors. Prerequisites: CHEM 2453, calculus and physics.

**CHEM 3620 Physical Chemistry II (3 Credits)**

Fundamentals of quantum chemistry, including theories of atomic and molecular structure and spectroscopy. May be taken for graduate credit by nonchemistry majors. Prerequisite: CHEM 3610.

**CHEM 3621 Physical Chemistry III (3 Credits)**

Fundamentals of kinetic theory and statistical mechanics. May be taken for graduate credit by nonchemistry majors. Prerequisite: CHEM 3620.

**CHEM 3703 Topics in Organic Chemistry (3 Credits)**

May include organic photochemistry, organic synthesis, organic electrochemistry or natural products. May be repeated for credit. Prerequisites: CHEM 3110 or equivalent and others depending on topic.

**CHEM 3705 Topics in Biochemistry (3,4 Credits)**

May include physical techniques for exploring biological structure, biological catalysis, and selected fields within biochemistry taught from original literature. May be repeated for credit. Prerequisites: CHEM 3831 and 3813.

**CHEM 3811 Biochemistry-Proteins (3 Credits)**

Protein structure and function, starting with the building blocks and forces that drive the formation of protein structure and the basic concepts of protein structure, and continuing with enzyme catalysis, kinetics, and regulation. Prerequisites: CHEM 2453 or instructor permission.

**CHEM 3812 Biochemistry-Membranes/Metabolism (3 Credits)**

Membranes and membrane mediated cellular processes, energy and signal transduction, and metabolic/biosynthetic pathways. Prerequisite: CHEM 3811 or CHEM 3831.

**CHEM 3813 Biochemistry-Nucleic Acids (3 Credits)**

Molecular processes underlying heredity, gene expression and gene regulation in prokaryotes and eukaryotes. Prerequisites: CHEM 2453 and CHEM 3811.

**CHEM 3820 Biochemistry Lab (3 Credits)**

Purification and properties of biological molecules and structures. Lab fee associated with this course. Prerequisites: CHEM 3811 AND (CHEM 2011 OR CHEM 2270).

**CHEM 3831 Advanced Protein Biochemistry (3 Credits)**

This course provides fundamental insights into the chemistry and physics of proteins. It investigates how amino acids form proteins with highly complex three-dimensional structures and how these structures mediate function. We examine key research articles and their contribution to our current understanding of proteins. Topics range from protein folding to enzyme kinetics and emphasize basic principles. Prerequisites: CHEM 2453 and instructor permission.

**CHEM 3980 Internship-Undergraduate (0 Credits)**

Practical work experience.

**CHEM 3991 Independent Study (1-10 Credits)**

May be repeated for credit.

**CHEM 3995 Independent Research (1-10 Credits)**

Research project conducted under guidance of a faculty member. Credit hours and projects arranged on an individual basis. May be repeated for credit.

## Chinese (CHIN)

**CHIN 1001 Elementary Chinese (4 Credits)**

An introductory course in Modern Standard Chinese (Mandarin) designed to develop students' ability to communicate in Mandarin Chinese in linguistically and culturally appropriate ways. This course adopts a task-supported and proficiency-based curriculum, so it focuses on both engaging students in the learning process through real-life tasks and helping students reach the learning outcomes. This course counts towards the Language requirement of the Common Curriculum.

**CHIN 1002 Elementary Chinese (4 Credits)**

An introductory course in Modern Standard Chinese (Mandarin) designed to develop students' ability to communicate in Mandarin Chinese in linguistically and culturally appropriate ways. This course adopts a task-supported and proficiency-based curriculum, so it focuses on both engaging students in the learning process through real-life tasks and helping students reach the learning outcomes. This is the second course in a three-quarter sequence. This course counts towards the Language requirement of the Common Curriculum. Pre requisite: CHIN 1001 or equivalent, or permission of the instructor.

**CHIN 1003 Elementary Chinese (4 Credits)**

An introductory course in Modern Standard Chinese (Mandarin) designed to develop students' ability to communicate in Mandarin Chinese in linguistically and culturally appropriate ways. This course adopts a task-supported and proficiency-based curriculum, so it focuses on both engaging students in the learning process through real-life tasks and helping students reach the learning outcomes. This is the third course in a three-quarter sequence. This course counts towards the Language requirement of the Common Curriculum. Prerequisite: CHIN 1002 or equivalent, or permission of the instructor.

**CHIN 1516 Contemporary China in Literature and Films (4 Credits)**

This course investigates, through critically examining the representative literary and filmic texts produced by Chinese as well as foreign writers and filmmakers, the many complicated aspects of some much-talked about issues. This includes the diminishing rural life and landscape, urbanization, migration/dislocation, the changing roles of women, social equality, as well as the balancing act of preserving tradition, the environment, and economic development. The in-depth examination and diverse approaches this course applies enables students to gain greater understanding of not only the challenges that contemporary China has raised, but also the complexities of the increasingly globalized world in which we are living. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 1616 Asian Ecocinema and Ecoliterature (4 Credits)**

Following decades of economic boom, continuing industrial development, and expansion of urbanization, many Asian countries, especially China and India, are now facing unprecedented environmental crises. The list of ecological woes in Asian countries include air, water, and soil pollution; flooding and drought, deforestation and desertification, epidemics of diseases, coal mine accidents, the loss of land to urban expansion, and mass migration. Asian ecoliterature and ecocinema, both in documentary and feature film form, have functioned as responses to, and critical reflection of, the urgent environmental crises, as well as broader cultural, historical, and social issues that caused environmental and ecological problems. Through critically examining the representative literary and filmic works, this course will 1) introduce students to ancient Asian concepts about Nature and critical events that have reshaped the historical course of development of the concerned countries; 2) demonstrate and explain primary themes presented in the ecocinema and literature, such as hydro-politics of air, water, forests and development; bio-ethics and green culture; eco-aesthetics and the representations of Nature; migration and urbanization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 2001 Intermediate Chinese (4 Credits)**

A three quarter sequence of courses continues to build students' basic skills and to advance them to intermediate level proficiency. Prerequisite: CHIN 1003, equivalent, or permission of instructor.

**CHIN 2002 Intermediate Chinese (4 Credits)**

A three quarter sequence of courses continues to build students' basic skills and to advance them to intermediate level proficiency. Prerequisite: CHIN 2001, equivalent, or permission of instructor.

**CHIN 2003 Intermediate Chinese (4 Credits)**

A three quarter sequence of courses continues to build students' basic skills and to advance them to intermediate level proficiency. Prerequisite: CHIN 2002, equivalent, or permission of instructor.

**CHIN 2100 Advanced Intermediate Chinese (4 Credits)**

This single-quarter course is one of the transitional courses from intermediate Chinese to advanced Chinese. The course materials, while continuing from the CHIN 2001-2002-2003 sequence, give students more opportunities to synthesize vocabulary and grammatical patterns they have learned from previous courses. The introduction of major grammatical patterns is completed by the end of this course. Prerequisite: CHIN 2003, equivalent, or permission of instructor.

**CHIN 2301 Chinese Conversation and Composition I (4 Credits)**

This single quarter course is particularly designed to develop further students' speaking and writing skills beyond intermediate level. Prerequisite: CHIN 2100, equivalent, or permission of instructor.

**CHIN 2302 Chinese Conversation and Composition II (4 Credits)**

This single quarter course is particularly designed to develop further students' speaking and writing skills beyond intermediate level. Prerequisite: CHIN 2301, equivalent, or permission of instructor.

**CHIN 2516 Literary Chinatown: Stories of Chinese in America (4 Credits)**

As the oldest diasporic enclave of Chinese in the United States, Chinatown has been both a physical and historical site where Chinese immigrants have built a community and a continually contested symbolic space represented in Chinese American literature. Literary Chinatown explores the intersection of history, geography, and literature through the myriad ways of Chinatown stories by major authors in Chinese American literature across the period from the early 20th century until the contemporary moment. The focus lies on unraveling the intricate relationship between space, place, and identity, tracing the complexities of being Chinese in America at pivotal historical junctures that shed light on the U.S. nation-building process—its rejection, accommodation, and incorporation of Chinese lives. These literary works set the stage for examining the impact of war, imperialism, (neo)colonialism, and globalization on immigration, alongside domestic issues of race, class, gender, and ethnicity. We aim to unravel the Chinese American experience as portrayed in its literary recreations of Chinatown memory, fantasy, narrative, and myth within Chinese American literature. We also brought scholarly discourse on the intersectional and comparative approaches to the study of race, culture, politics, and place in Chinese American literature. The course will entail a class walking tour of the historical Chinatown area in Denver. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**CHIN 3300 Chinese Society in Transition (4 Credits)**

Through studying selected texts and focusing on topics about various aspects of Chinese society in transition, this class aims at strengthening and further developing students' overall skills, in particular, skills of reading comprehension, presenting information and one's opinions, and debating with other people. Prerequisite: CHIN 2003 plus study in China OR CHIN 2302; or permission of instructor.

**CHIN 3400 Chinese Cinema and Chinese Society (4 Credits)**

This advanced class is designed to strengthen and to develop further students' overall Chinese proficiency and in-depth understanding of the contemporary societies of greater China, including mainland China, Hong Kong and Taiwan, by means of studying the representative Chinese language films produced in these three areas. Prerequisite: CHIN 2302 or above, equivalent, or permission of instructor.

**CHIN 3650 Chinese-English Translation I (4 Credits)**

This seminar is designed for students with advanced-level proficiency in Chinese and English to learn basic translation theories and to develop fundamental skills in translating, from Chinese to English and vice versa, texts which primarily deal with general social needs and everyday communications. Prerequisite: CHIN 3300 or above, equivalent, or permission of instructor.

**CHIN 3991 Independent Study (1-5 Credits)**

## Clinical Psychology (CPSY)

**CPSY 2100 Understanding the Criminal Mind (4 Credits)**

This course explores the fascinating factors of the criminal mind. This course provides an in-depth analysis of: the different types of criminals and categories of violence; overview of the various theoretical approaches of the etiology of criminal minds; summarize the various types of criminal personalities; and provide information on the role of the criminal justice system. Prerequisite: PSYC 1001.

## Communication Arts (CA)

**CA 2050 Effective Communication (4 Credits)**

In this course, students develop communication competence while applying communication skills that are both effective and appropriate in diverse contexts. The focus of the course is on developing skills that lead to improved collaborations, organizations, and relationships as well as improved presentation of persuasive arguments using credible supporting evidence. By fostering understanding of communication competency, as well as how communication shapes identity, perception, and culture, the course strives to enable students to better navigate complex personal and professional worlds.

**CA 2100 Creativity and Innovation (4 Credits)**

Everyone has a creative core. It can become hidden or lost, but the ability to recognize one's creative source and tap into it provides an increased range of communication options. This course focuses on analyzing approaches to the creative process, as well as cultivating best creativity practices for use in professional and personal life. Students will learn about the significant creativity theories of prominent creativity scholars. Also, course participants will explore the association between adult playful personality and individual, as well as organizational creativity. The experiences and activities of this course build skills and confidence in using creativity and innovative thought in a variety of disciplines.



**CA 3050 Media and Society (4 Credits)**

This course provides a critical examination of media forms and their impact on society. The representation of culture through print media (books, magazines, newspapers, and online media) and through various visual media (film, television, Internet) is explored. Students learn how informational, entertainment, literary, and commercial messages are crafted and transmitted. The focus is on messages, the institutions behind the messages, and their impact on society.

**CA 3100 Intercultural Communication and Engagement (4 Credits)**

In an increasingly global society and a world of growing international engagement, communicating with people from different cultural and ethnic backgrounds creates both challenges and opportunities. The ability to accept and transcend differences through communication has transformative personal and professional power. Students will learn the advantages of cultural intelligence and reflect on their cultural dimensions as the foundation for engagement in diverse settings. This course explores a range of communication theories such as intercultural communication competence, ethnocentrism, and cultural relativism. Students will develop skills to increase their ability to navigate intercultural experiences to communicate effectively.

**CA 3150 Effective Presentations (4 Credits)**

Researching and refining ideas and then representing them effectively are indispensable skills. This course focuses on crafting effective written and spoken presentations that employ appropriate organizational, visual, and physical elements. Students have opportunities to select visual elements such as images, graphs, and charts; to address physical considerations such as voice, gesture, and body language; and to relate text, movement, and visuals in effective professional presentations. Students learn to use PowerPoint and other graphic presentation software in crafting and supporting presentations.

**CA 3200 Art and Interpretation (4 Credits)**

Students will learn to describe, analyze, and interpret visual imagery with a specific focus placed on understanding and examining various forms of contemporary art and digital media. Students will cultivate expanded visual literacy skills for understanding and evaluating digital culture and become critical consumers of visual media. Students will leave this course with tools and concepts for art interpretation and its application that can be applied to new and emerging media, across fields, and in everyday life.

**CA 3250 Visual & Physical Communication (4 Credits)**

How does body language reveal or conceal true intent? Humans appear to be "hard-wired" to assess, examine, and respond to the physical language of others. Although this process is often automatic or unconscious, people can learn to identify visual signs and employ the elements of physical rhetoric (posture, stance, bearing, expression, and gait) in conscious ways to persuade others. This course will explore the body's physical response to certain triggers like anxiety, anger, and stress and how those triggers manifest outwardly. Students will examine strategies for reading physical signs in others and for managing their own physical and visual language. Students will learn techniques for performing nonverbal language, gaining tools for communicating leadership, power, acceptance, openness, and other nonverbal behaviors that impact communication in professional settings.

**CA 3300 Communication for Challenging Situations (4 Credits)**

This course moves beyond core communication mechanics to applying communication skills in interpersonal and professional settings that reflect a culturally complex and global world. Students will explore communication constructs relative to a variety of audiences and use this knowledge to achieve the desired communication outcomes. In addition, the ability to lead and participate effectively in individual and group conversations requires the knowledge and selection of communication processes including strategies and techniques such as conflict resolution, facilitation, dialogue, debate, and negotiations. Students will become better prepared to manage difficult conversations in multiple settings.

## Communication Studies (COMN)

**COMN 1001 Practicing Communication (4 Credits)**

Practicing Communication introduces students to evidence-based communicative practices that aid them in enacting skillful and ethical responses to ongoing communicative dilemmas. The course introduces students to techniques for increasing their awareness of the consequences of their communicative acts and for using mindful communication practices to create and sustain meaningful relationships in interpersonal, organizational, and public settings. The course also helps students develop skills in audience analysis—with a particular focus on crafting messages that are culturally responsive to audiences composed of multiple cultural identities and positionalities. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 1002 Theorizing Communication (4 Credits)**

Theorizing communication introduces students to theoretical thinking across the broad range of the communication discipline. Broadly defined, a theory is a set of principles that scholars use to explain or predict how a phenomenon works. This course will introduce students to scholars' attempts to understand and explain how human communication behavior functions in the world, from both humanistic and social scientific perspectives. In this way, the course serves the aim of Scientific Inquiry: Society and Culture courses in that it advances students' understanding of scientific approaches to principles of human functioning and conduct in social and cultural contexts. Students will learn the underlying assumptions of the various approaches to communication studies, examine and critique how these assumptions are applied in specific theories about communication, and apply their knowledge in imagining how a new theory might be constructed. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 1011 Comm through Literature (4 Credits)**

This course emphasizes the analysis and performance of diverse forms of literature. In addition to the dramaturgical elements of interpretation that are highlighted in this course, students learn how to contextualize serious public issues through literature while developing confidence and skills as performers and public speakers.



**COMN 1012 Speaking on Ideas that Matter (4 Credits)**

The purpose of this course is to assist students in becoming more competent and comfortable when speaking about their opinions. Students learn how to develop and analyze rhetorical arguments, including the full range of the speech-making process, but especially how to support those opinions they assert. Assignments, class discussions and course materials provide students with a foundation of knowledge and practical application of speaking skills, which will prove useful in a variety of personal, professional, and public contexts. This course counts toward the Applied Communication in Personal & Public Contexts requirement.

**COMN 1015 Voice and Gender (4 Credits)**

In this course, students explore gender in personal and political contexts with the intent of developing their individual voices in these arenas. Students learn to express creatively their voice through strengthening both their written and oral communication skills. This course also discusses gender issues prevalent in today's society and significant moments in rhetorical history that have impacted these issues. Cross listed with GWST 1015.

**COMN 1100 Communication in Personal Relationships (4 Credits)**

Relationships have a direct and lasting impact on us: they shape who we are, and the paths we take toward who we will become. The purpose of this course is to analyze and apply theories and research relevant to communication processes in a variety of personal relationships. Discussion of issues such as attachment, identity, hetero- and homosexual relationships, family communication, conflict, and intrapersonal discourses will provide students a foundation on which to build skills useful in a variety of personal relationships. In Communication in Personal Relationships, students will: sensitively express attitudes and discuss research about different issues pertinent to the study of personal relationships; develop the skills to critically analyze their own relationships and the relationships of others; reflect on and challenge their and others' ideas in a critically constructive manner so that we arrive at a new level of understanding together; and demonstrate the ability to apply communication and interpersonal theories and research outside of this classroom upon completion of the course.

**COMN 1200 Small Group Communication (4 Credits)**

This course approaches small group communication through a combination of theory and practice. Theories related to group development and leadership, collaborative communication, dialogue and rhetorical sensitivity, and principled negotiation and consensus, are explored through group discussions, research, case studies and presentations. Students have the opportunity to: strengthen their critical thinking and listening skills; confidently voice their identity within a greater community; increase their ability in writing and presenting their thoughts; and develop communication competence by facilitating civility within small group settings.

**COMN 1210 Foundations of Communication Studies (4 Credits)**

This course offers students an introduction to the study of communication. Students will explore the role of communication in domains that cut across the spectrum of human social life, from communication among individuals, to relationships, to marriage and families, to groups, to organizations, to communication at societal and global levels. In addition to focusing on the specific nature of communication in these distinct settings, students learn as well the different conceptual models for describing and understanding communication across these settings. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 1550 Communication in the Workplace (4 Credits)**

This course offers a topics-based introduction to the study and practice of communication in a variety of organizational settings. The emphasis is on issues of power, politics, globalization, culture, diversity, relationships, and conflict. Students learn how to recognize, diagnose, and solve communication related problems in the workplace.

**COMN 1600 Communication and Popular Culture (4 Credits)**

This course uses various landmark theories and perspectives to analyze popular culture, with a particular emphasis on the importance of communication in the production and consumption of culture. We will examine various artifacts of popular culture including music, movies, texts, advertisements, clothing, and other relevant pieces of popular culture. In the course of this exploration, we will study the development of culture by applying different theories or 'lenses' to these artifacts. Students will experience and analyze various aspects of popular culture including production and consumption, in addition to how these processes work within the context of globalization. We will take a critical perspective in which we will challenge our own conceptions and consumption of popular culture. The goal of this course is to combine relevant theories with your own observations and interests in order to develop a careful, critical, and constructive analysis of popular culture.

**COMN 1700 Fundamentals of Intercultural Communication (4 Credits)**

This course explores the fundamental concepts and issues in intercultural communication. We will examine the complex relationship between culture and communication from different conceptual perspectives and consider the importance of context and power in intercultural interactions. In addition to learning theory and applying different approaches to the study of intercultural communication, this course asks that you consider your own cultural identities, values, beliefs, assumptions, worldviews, etc. through participation in class discussions. Our discussions will enhance self-reflection, critical thinking, and your own awareness to the complexity of intercultural communication. You can expect that your classmates possess varying perspectives about the materials being covered in class. We will work hard to help everyone develop their perspective and voice, embracing such factors as cultural background, race, class, gender, and sexuality.

**COMN 1988 Study Abroad Resident Credit (0-18 Credits)****COMN 2000 Identities in Dialogue (4 Credits)**

This course will explore the complex dynamics of social identities within U.S. society and globally, inspired by the intergroup dialogue model. We will explore the ways that race, gender, sexuality, class, ability, etc., function historically, socially, and politically, including the ways that social identities affect groups on and off campus. We will practice valuable dialogue skills, including listening, reflecting on personal and others' experiences, and planning and enacting collaboration across difference. This course has no prerequisites, but students may find it helpful to take COMN 1015, 1600, or 1700 before taking this course.

**COMN 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, JUST 2008, RLGS 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2020 On the Black Panther Party (4 Credits)**

This course introduces students to the rhetorical, political, ideological, and cultural practices of the Black Panther Party. Using a variety of communicative texts, which will include texts written about the Party, the Party's newspaper, and speeches from Party members, students will come to an understanding of the context in which the Party emerged, but also the demands the Party was making of society as a whole. In the process, the students will be given not only an overview of the Party, but a better understanding of the different communicative practices the Party engaged in to critique oppression in the US. In the process, the students will engage in critical conversations about racism, classism, and sexism not only within the Party, but within the larger US society. This course, then, uses the Party as a case study to analyze the politics of oppression in the US, in particular, but the world, in general. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2030 Social Movement Rhetoric (4 Credits)**

This course explores the principle agency that less powerful groups have used for social change in recent U.S. history—the rhetoric of social movement. More specifically, we consider in concrete detail and theoretical nuance the capacity of ordinary people to persuade others, voice grievances, and thus challenge broader society. Our explorations focus primarily on the rhetoric of dissident (non-majority, non-State, often un-institutionalized and non-normative) voice in our culture—both on the "right" and the "left"—as they have sought, and continue to seek, social change. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2040 Inclusive Community: Cross-Cultural Collaboration in Action (4 Credits)**

This course is an experience of cross-cultural collaboration and communication with internal DU partners and local community leaders. Through the encounters provided in the course, you will serve the public good and make a difference through unity and diversity modeled on the Sikh Langar, an expression of shared humanistic values in the public sphere resisting division, violence, and bigotry. This dynamic experience incorporates a multi-disciplinary, community-based approach reflecting proven new product launch, service delivery, project management, and implementation business frameworks. You will develop a critical and compassionate lens into how and why dialogue, as a communicative construct, enables cross-cultural connection in service of meaningful public collaboration. The course culminates with the Langar@DU on DU's campus, providing an immersive experience realizing the values of diversity, peace and co-existence through communication in action. Each student will share in the experience of unified community and actively participate in Langar@DU's preparation and success. Upon completion of the course, you will have gained practical skills to engage professionally and effectively with external partners in order to enhance business and civic relationships and maximize the value of shared goals. This course counts toward the Applied Communication in Personal & Public Contexts requirement.

**COMN 2100 Fundamentals of Communication Theory (4 Credits)**

Basic concepts, theories and models of the communication process. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2110 Quantitative Inquiry in Communication (4 Credits)**

This course is designed to introduce students to the process of reading, analyzing, conducting and critiquing quantitative research in communication studies. Research is a pervasive aspect of contemporary life, both inside and outside of the university. As such, many of the jobs taken by communication studies majors require, or are at the very least enhanced by, the ability to conduct and interpret research. This course introduces students to the various aspects associated with quantitative research methods in an effort to illuminate the significance of research about communication in our lives and help students act as critical consumers of the research encountered.

**COMN 2130 Introduction to Organizational Communication (4 Credits)**

This is a theory-driven course which will introduce students to the major approaches to the study of organizational communication, including classical, managerial, systems, cultural, and critical perspectives. The course uses these perspectives to deepen students' understandings of the organizational communication topics developed in COMN 1550, teaching students how to recognize and approach organizational communication issues from a variety of perspectives. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2140 The Dark Side of Relationships (4 Credits)**

This course is designed to familiarize students with theory and research that focuses on the dark and bright sides of human relationships. In particular, we explore those dysfunctional, distorted, distressing, and destructive elements that sometimes comprise our relations with family members, friends, co-workers, and romantic partners, for example. Additionally, we explore relational issues that typically are presumed to be dark but function to produce constructive outcomes, as well as phenomena that are typically judged as bright but function to produce destructive relational outcomes. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2150 Rhetorical/Critical Communication Inquiry (4 Credits)**

This course focuses on the process of interpreting, understanding, and evaluating everyday persuasive acts for the purpose of sharing insights and influencing the community audience. This course fosters a variety of analytical skills, including how to describe primary rhetorical acts (such as speeches, films, news coverage, television programs, songs, advertisements, and public commemorative art, among others) in rich, relevant detail; how to situate or make sense of rhetorical acts within their historical, cultural moments; and how to use theory to develop a critical perspective that helps to render a judgment about a text or act. Students sharpen critical instincts by working through the inventional process to produce a piece of rhetorical or cultural criticism.

**COMN 2200 Qualitative Inquiry in Communication (4 Credits)**

This course focuses on introducing students to a selection of qualitative methods used in communication research. The class covers the basic techniques for collecting, interpreting, and analyzing qualitative data. Throughout the term, the course operates on two interrelated dimensions: one focused on the theoretical approaches to various types of qualitative research, and the other focused on the practical techniques of data collection and analysis, such as interviewing and collecting field notes.

**COMN 2210 Gender, Communication, Culture (4 Credits)**

This course considers how gender is created, maintained, repaired, and transformed through communication in particular relational, cultural, social, and historical contexts. This course is designed to help students develop thoughtful answers to the following questions: What is gender, how do we acquire it, how do cultural structures and practices normalize and reproduce it, and how do we change and/or maintain it to better serve ourselves and our communities? Throughout the term, we explore how dynamic communicative interactions create, sustain, and subvert femininities and masculinities "from the ground up." This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with GWST 2212.

**COMN 2220 Race and Popular Culture (4 Credits)**

This course examines trajectories of representations of race in popular culture (i.e., film, music, television), both produced by the dominant culture, as well as self-produced by various racial and ethnic groups. Through a historical perspective, we trace images in popular culture and how those images are tied to contemporary events of the time. We pay particular attention not only to the specific archetypes that exist, but also how those archetypes are nuanced or colored differently through the lenses of ethnicity, nationality, race, class, gender, and sexuality. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2270 Intro to Health Communication (4 Credits)**

This course is designed to be an introduction to the field of health communication. Through readings, case studies, and discussions, this class is designed to provide an overview of health communication in a variety of health contexts, ranging from public health campaigns to interpersonal communication to community-based health interventions. In this class, we aim to understand how communication can play a vital role in achieving personal and public health objectives. Throughout the quarter, we will examine theoretical and conceptual backgrounds in health communication and evaluate examples of health communication practices. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2300 Fundamentals of Argumentation (4 Credits)**

This class offers a survey of approaches to the study of argumentation. We are going to examine and evaluate how argument is understood from various perspectives within the discipline of communication studies. We will engage theoretical concerns related to argumentation with a commitment to test their applicability to current events and issues. We will also explore how arguments are practiced in areas such as the arts and the media, legal contexts, interpersonal communication, public deliberation, and the sciences. The course will focus on expanding your contextual knowledge of how arguments operate within our culture and on cultivating your ability to read critically and creatively, make cogent arguments, assess opposing arguments charitably, and communicate your judgments effectively. This course counts toward the Applied Communication in Personal & Public Contexts requirement. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2400 Landmarks in Rhetorical Theory (4 Credits)**

This course is a survey of some of the major conceptual innovations in the history of rhetorical theory. In particular we will investigate the conceptions of rhetoric prevalent in antiquity and how they inform contemporary perspectives on rhetoric. In order to carry this off, we will conceptualize rhetoric as an attempt to answer the following questions: what is the relationship between what is true and what is the good. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2450 Between Memory & Imagination (4 Credits)**

How do our human memories and imaginations give rise to the stories we tell and to the selves that we are becoming? This course considers the nature of memory and its relationship to imagination, both in the evolving life of the individual and in the development of the larger group or culture. We examine the self, then, as both singular and collective, fixed and in flux, determined inwardly and shaped by external forces. We look at the relationship of identity to power, and address the question of how re-considering memory and identity might open up new imaginative spaces in global contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2470 Gender and Communication (4 Credits)**

Sex differences in communication behavior, treatment of women in language, women on public platforms and women's portrayal in media.

**COMN 2471 The Social Construction of Travel (4 Credits)**

Travel encompasses the myriad ways in which people and ideas become mobile. The goal of this course is to introduce students to various theoretical issues concerning travel. While the study of travel has been pursued in the context of tourism, commerce, and religion, in this course we also consider the effect of travel on the body of the traveler. We examine travel within many contexts having different registers of meaning - "vacation," "pilgrimage," "migration." However, the very nature of travel is that it transports bodies and ideas across multiple frameworks at a time. Therefore, we also consider how travel is understood within and as various cultural contexts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**COMN 2541 Advanced Debate and Forensic Activities (1-4 Credits)**

This course serves as a practicum for students interested in developing advanced argumentation skills. The focus is on preparing students for competition in intercollegiate debate. Students engage in in-depth research of debate topics, as well as participate in substantial practice of arguments and positions developed as necessary to prepare for intercollegiate competition.

**COMN 2600 Introduction to Political Communication (4 Credits)**

The purpose of this course is to introduce students to the subdiscipline of political communication with a focus on the United States. Through scholarship, case study development, discussion, and activities, this course surveys the major communicative actors in U.S. public and political life. Students will use theories from across political communication to understand the roles of elites, media organizations, and everyday individuals in political talk. Students should leave the course with the ability to identify and critically assess the political communication that permeates their lives. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**COMN 2700 Topics in Communication (1-4 Credits)****COMN 2701 Topics in Communication (1-4 Credits)****COMN 2702 Topics in Communication (1-4 Credits)****COMN 2703 Topics in Communication (1-4 Credits)****COMN 2704 Topics in Communication (1-4 Credits)****COMN 2705 Topics in Communication (1-4 Credits)****COMN 2988 Study Abroad Resident Credit (0-18 Credits)****COMN 3005 Diverse Family Communication (4 Credits)**

This course explores the communicative experiences of diverse families, focusing on issues surrounding race/ethnicity and sexual orientation. This course aims to further student understandings of the ways diverse families communicate both inside and outside their families.

**COMN 3010 Critical Sexuality Studies (4 Credits)**

This course takes a critical approach to the study of sexualities by asking us to challenge our assumptions and everyday knowledges about identities, gender, sexuality, race, class, and ethnicity. This course is organized thematically as we explore various topics within the larger study of critical sexuality studies and communication studies. We examine contemporary issues within queer theory, critical race studies, identity politics, feminism, performance studies, and popular culture.

**COMN 3015 Culture and Pedagogy (4 Credits)**

This seminar invites students to analyze and reflect upon the ways in which individuals and groups have created cultural ideals, images, and constructs of education. The course focuses upon pedagogy broadly conceived as an integral part of a diverse and conflictual society and on how pedagogies shape our understanding and reproduction of, as well as our resistance to, such a society. We explore a variety of conflicting views of what it means to be educated, for what purpose, for what kind of society, and towards what future.

**COMN 3020 Conflict Management (4 Credits)**

Substantive and relational types of conflict, various strategies for conflict resolution.

**COMN 3050 Feminism and Intersectionality (4 Credits)**

This course offers an overview of feminist theories as they are in dialogue with intersectionality. It offers both a contemporary and historical perspective and is also attentive to the emergence of feminist scholarship in Communication Studies. Cross listed with GWST 3050.

**COMN 3130 Organizational Communication (4 Credits)**

This is an applied course, service learning course, based on a consulting model. While the course will extend and enrich the topical and theoretical knowledge developed in COMN 1550 and COMN 2130, the primary purpose of this course will be to help students explore how they can put such knowledge into practice by collectively working with a local non-profit organization to first diagnose and then propose (and, in some cases implement) solutions to an organizational communication problem faced by that organization.

**COMN 3140 Advanced Intercultural Communication (4 Credits)**

This course is designed to study the intersection of communication and culture. In this course, culture is defined broadly to include a variety of contexts, such as race, ethnicity, nationality, gender, age, and class. Students gain theoretical and practical understanding of the opportunities and obstacles that exist as individuals and communities communicate within and across cultures.

**COMN 3230 Principles of Leadership (4 Credits)**

Roles, functions, behaviors that influence and direct; emphasis on interpersonal effectiveness; theories and methods.

**COMN 3270 Health Communication (4 Credits)**

This course examines the role of health communication in our everyday lives. We will focus on communication strategies that inform and influence individuals, families and communities in decisions that enhance health. We will also explore the dynamics and impact of health communication between individuals and the health care system such as doctor-patient communication, dissemination of health related information, and the role of mediated communication in examining health communication.

**COMN 3280 Family Communication (4 Credits)**

The purpose of this course is to enhance understanding about communication patterns within families. In this course, we will examine theory/research on the role of communication in creating and maintaining healthy marriages and families. Specifically, we will study communication and the family life cycle, different family forms, family race/ethnicity, power in families, conflict in families, communication and stress in families, and communication in the aging family. The course format includes lectures, discussions, analysis of case studies, and in class applications.

**COMN 3285 Advanced Relational Communication (4 Credits)**

Advanced Relational Communication is intended to increase understanding of relationships from diverse perspectives. The three main perspectives we will investigate show how relationships affect and are affected by their context, the individuals involved, and the relational system. The goals of this course are for students to increase their skill in (1) explaining how knowledge about context, individuals, and relational systems increases understanding of communication processes in a variety of relationships; (2) evaluating critically the information about relationships that we encounter in our everyday lives; (3) asking and investigating questions about real-life relationships.

**COMN 3290 Communication and Aging (4 Credits)**

In this course, we will focus on the communication processes associated with aging. We will explore the implications of aging and how aging affects the process and outcomes social and relational interactions. We will examine communication and aging through interactional processes (intrapersonal, interpersonal and relational) and through context (organization, family, health, and culture). Emphasis will be placed on the theoretical and applied research in communication and aging.

**COMN 3300 Principles of Persuasion (4 Credits)**

This course involves a social scientific approach to persuasion and social influence. Some of the topics included in this approach are the relationship between attitude and behavior; characteristics of the source, message, and receiver of a persuasive appeal; and models and theories that explain the effects of persuasive communication. By the end of the course, students should be able to think more critically about the persuasive messages they encounter in everyday life, to apply theoretical models of persuasion, and to construct persuasive messages.

**COMN 3310 Globalization, Culture, and Communication (4 Credits)**

Drawing from a critical multidisciplinary perspective, this course examines how culture and communication are impacted by globalization. The course explores issues of power and positionality, as well as economic, political, and cultural implications of globalization on people, products, and ideologies in both local and transnational contexts.

**COMN 3315 Public Deliberation (4 Credits)**

During the last two decades public deliberation has emerged as the centerpiece of theoretical and practical accounts of liberal democracy. This course begins by setting out the nature and functions of public deliberation. We will then track how deliberative democrats respect the traditional accounts of inclusion, equality and reason in an attempt to meet the demands of the deep cultural diversity that marks social life in advanced industrial societies. Specifically we will ask if public deliberation as portrayed in these accounts is sufficient to meet these demands or do we need to expand our understanding of political argument to include a diversity of rhetorical practices? And, once we do expand our account of deliberation how does this transform the traditional problematics of both democratic and rhetorical theory?.

**COMN 3425 Rhetoric and Governance (4 Credits)**

An introduction to the works of Michel Foucault and his influence on contemporary rhetorical theory. Permission of instructor is required.

**COMN 3431 Rhetoric and Communication Ethics Seminar: Communication and Climate Change (4 Credits)**

Since the release of Al Gore's "An Inconvenient Truth," American public discourse has become increasingly concerned with global warming. Not only is there nearly 100% consensus among climate scientists that human-induced climate change exists, but the severity of global warming is entering the popular imaginary, in the form of journalism, films, etc. But while scientists are committed to slowing global warming, the types of sweeping policy and behavioral changes needed to abate the projected climate catastrophe have been very slow in coming. As such, communication scholars—particularly those concerned with the art of public persuasion—are in a unique position to contribute to this significant and complex issue. In the words of climate scientists Susanne Moser and Lisa Dilling, "We need to open up the communication process to a wider community, in which participants own the process and content of communication." The goal of this course is to produce original scholarly research in response to Moser and Dilling's call, to invite more and better communication concerning climate change.

**COMN 3435 Rhetoric and Public Life (4 Credits)**

An introduction to the conceptual and political history of the public sphere. The course pays particular attention to how the normative assumptions of public communication are affected by the demands of cultural pluralism. Permission from instructor is required.

**COMN 3470 Seminar in Free Speech (4 Credits)**

This course will survey some of the major conceptual innovations in the justifications of freedom of speech. We will begin with an exploration of the traditional defenses of free speech and then move to a reexamination of those defenses in light of modern communication theory and the challenges of pluralism. In particular we will ask if the justifications of free speech need to be rethought given our understanding of speech as a social force that constitutes identities and values rather than merely expressing private opinions. Moreover, given our understanding of the social force of speech, should we regulate speech that is racist, sexist and seems to erode the foundations of a public culture based on mutual respect and public deliberation over social goods? Can we devise a robust defense of free speech based on its social force that both protects those that may be harmed by antidemocratic discourses and still provides the resources for democratic dissent?.



**COMN 3680 Gender and Communication (4 Credits)**

This course focuses on the interactive relationships between gender and communication in contemporary U.S. society. This implies three priorities for the class. First, the course explores the multiple ways communication creates and perpetuates gender roles in families, media, and society in general. Second, the course considers how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Third, the course connects theory and research to our personal lives. Throughout the quarter, the course considers not only what IS in terms of gender roles, but also what might be and how we, as change agents, may act to improve our individual and collective lives. Cross listed with GWST 3680, HCOM 3680.

**COMN 3700 Topics in Communication (1-4 Credits)****COMN 3701 Topics in Communication (1-4 Credits)****COMN 3702 Topics in Communication (1-4 Credits)****COMN 3703 Topics in Communication (1-4 Credits)****COMN 3704 Topics in Communication (1-4 Credits)****COMN 3705 Topics in Communication (1-4 Credits)****COMN 3770 Mediated Communication and Relationships (4 Credits)**

This course examines how people develop, define, maintain, and manage interpersonal relationships through their use of mediated communication. We will examine communication in relationships that occur through the internet, text-messaging, cell phones, chat rooms, gaming, and virtual communities. This is a seminar type course where students guide and are guided through their own study of mediated relationships.

**COMN 3800 Philosophies of Dialogue (4 Credits)**

This course explores the philosophies of dialogue of Martin Buber, Mikhail Bakhtin and others in the context of contemporary communication scholarship on ethics, culture, and relationship. Prerequisite: permission of instructor.

**COMN 3850 Communication Ethics (4 Credits)**

This class is not just about how to be ethical communicators but it is also about how to discover ethics—the good life and care for others, answerability and responsibility—deep within the structures of human communication itself. The course is committed to a mixture of theory and practice but practice is at the heart of the matter. Half of our sessions will be devoted to dialogue or conversation about ethics in life. There we will try to work as close as we can with ethics in our own lived experience. In the other half, we will explore theory: the ethical/philosophical/communicative ground of ethics.

**COMN 3980 Internship (1-8 Credits)****COMN 3988 Study Abroad Resident Credit (0-18 Credits)****COMN 3990 Communication Capstone (4 Credits)**

This course allows students to synthesize knowledges across the communication studies major through original research presentation.

**COMN 3991 Independent Study (1-5 Credits)****COMN 3993 Communication Capstone Sequence 1 (2 Credits)**

In this course, students will closely engage with faculty with the intention to foster an in-depth understanding of communication theory, method, or practice in a specific context. To accomplish this, faculty draw on a variety of models for supporting student learning, such as thesis development, community-engaged projects, original research project, portfolio development, and applied personal reflection. For all models, the capstone culminates with a public presentation of student's work. The sequenced nature of this capstone (with two 2-credit courses taken sequentially in consecutive quarters) is specifically designed to allow for greater length of time, which can be particularly valuable for research and thesis development, as well as community-engaged work. This is the first half of the sequence.

**COMN 3994 Communication Capstone Sequence 2 (2 Credits)**

In this course, students will closely engage with faculty with the intention to foster an in-depth understanding of communication theory, method, or practice in a specific context. To accomplish this, faculty draw on a variety of models for supporting student learning, such as thesis development, community-engaged projects, original research project, portfolio development, and applied personal reflection. For all models, the capstone culminates with a public presentation of student's work. The sequenced nature of this capstone (with two 2-credit courses taken sequentially in consecutive quarters) is specifically designed to allow for greater length of time, which can be particularly valuable for research and thesis development, as well as community-engaged work. This is the second half of the sequence.

**COMN 3995 Independent Research (1-10 Credits)**

Topics and quarter hours vary. Prerequisite: instructor's permission.



## Community Engagement (CENG)

### CENG 1700 Topics in Community Engagement (1-4 Credits)

#### CENG 2510 Denver Urban Issues and Policy (1-2 Credits)

This course is part of the Center for Community Engagement to advance Scholarship and Learning (CCESL)'s course series, which equips students with the skills, knowledge, and commitments necessary to collaborate with communities for the public good. As members of the Denver community, we have the responsibility and right to investigate important issues and co-create solutions that center equity and inclusion. There is a wide array of actions that can be taken to create social change, depending on what the issue demands and the strengths, skills, and talents of those working for change. The aim of this course is three-fold. First, you will learn how the history of Denver, including how legacies of violence, displacement, forced migration, and resettlement of Black, Indigenous, and People of Color communities, have shaped the issues we see today. Second, the course will introduce you to some of the most critical issues facing Denver and local efforts to address those issues. Lastly, the course will provide the space for you to explore the variety of social change actions that can be taken, weighing the pros and cons of each and considering how to assess fit for the issue(s) you care about and your own strengths.

#### CENG 2520 Community Organizing (1,2 Credit)

This course is part of the Center for Community Engagement to advance Scholarship and Learning (CCESL)'s course series, which equips students with the skills, knowledge, and commitments necessary to collaborate with communities for the public good. In this course, you will learn about the history of community organizing in the United States, the role of community organizing in contemporary social movements, and the components of the community organizing process. Students will first learn how to critically examine power, privilege, oppression, and white supremacy in the context of working for social change. Then, you will explore various community organizing practices including identifying self-interests; building relationships; defining issues using an anti-oppression analysis; understanding root causes; centering the experience of the communities most impacted by injustice and systemic oppression; and creating a vision, strategies, tactics to support campaigns for social justice.

#### CENG 2590 From Public Good Theory to Action (1-2 Credits)

This course is part of the Center for Community Engagement to advance Scholarship and Learning (CCESL)'s course series, which equips students with the skills, knowledge, and commitments necessary to collaborate with communities for the public good. Through this course, you will integrate your personal, professional, and academic goals with a focus on social change. In doing so, you will gain a clear sense of your identity as a public good scholar as well as a personal action plan that you can implement to address a social justice issue of your choosing. You will apply an anti-oppression analysis to your plan including how the I's of Oppression manifest in your selected topic, ways you center the knowledge/voices of the communities most impacted by the injustice/systemic oppression, and how white supremacy shows up in your issue and how to actively work to address racist and oppressive practices.

### CENG 2700 Topics in Community Engagement (1-4 Credits)

#### CENG 3980 Internship (1-8 Credits)

Students who complete a special project as part of an internship with a community organization can register for 1-8 Community Engagement Internship credits.

#### CENG 3991 Independent Study (1-10 Credits)

The Public Good Pathways Independent Study provides academic credit for reflection, integration, and synthesis of a student's current and previous work that contributes to the University of Denver's public good vision. This work is overseen by the Center for Community Engagement to advance Scholarship and Learning (CCESL) and may be completed in collaboration with one or more community partner(s). Public Good Pathways Independent Study opportunities are individually designed as experiences for students who have completed at least one community-engaged class, and they require approval from the Executive Director of CCESL.

## Computer Science (COMP)

### COMP 1101 Analytical Inquiry I (4 Credits)

Students explore the use of mathematics and computer programming in creating animations. Students create animations on their laptop computers using animation software. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

### COMP 1201 Introduction to Computer Science I (2 Credits)

This course introduces the discipline of computer science and how it applies the natural and physical world and society. Topics include the history of computing, computer hardware components, the internet, ethics, and uses computation as a means to analyze, process, model, and understand our world. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Ideally taken concurrently with COMP 1351.

### COMP 1202 Introduction to Computer Science II (2 Credits)

This course continues the introduction of the discipline of computer science by exploring major areas within it. Topics covered include examples from data structures, algorithms, databases, programming languages, parallel computing, artificial intelligence, robotics, cyber-security, data science, gaming, and ethics. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: COMP 1201.

### COMP 1203 Introduction to Computer Science III (2 Credits)

This course introduces testing and software development in computer science. Topics covered include using debuggers, version control systems, unit testing and general testing, Unified Modeling Language (UML), computing ethics, and software development in a team setting. Prerequisite: COMP 1202.

**COMP 1351 Introduction to Programming I (3 Credits)**

This course is an introduction to fundamental aspects of computer programming. Topics covered include variables, conditional statements, iteration, functions, basic data structures, objects, file input/output and interactions. Satisfies 3 credits of Analytical Inquiry: Natural and Physical World.

**COMP 1352 Introduction to Programming II (3 Credits)**

This course continues to introduce more advanced programming topics using the Python programming language. Topics include classes, types, inheritance, methods/functions, testing, graphical-user interfaces, threads, data manipulation, functional programming, and recursion. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: COMP 1351.

**COMP 1353 Introduction to Data Structures & Algorithms I (3 Credits)**

This course introduces data structures used in computation, including their behavior, usage, implementation, and the analysis of their space usage. In addition, the algorithms used for access, manipulation, and updating the data structures is covered. Data structures and algorithms addressed include contiguous and linked lists, stacks, queues, hash tables, heaps, trees, self-balancing trees, graphs, and graph traversal. Introductory runtime analysis is used to prove time and space requirements for data structures and their performance while being used. Prerequisite: COMP 1352.

**COMP 1601 Computer Science Pathways (1 Credit)**

This course is designed to help first year computer science and game development students succeed in a very challenging major. Topics and activities may include academic success strategies; personal inventory exercises; interviewing computer science alumni; exploring ethical concerns within the profession; seminars by industry and academic experts; establishing the relationships between computing and other disciplines; critical and creative thinking activities; disseminating information on the dual degree programs, the honors program requirements, the honor code, and computer science department program structures; and readings from and discussions about computing related articles and publications.

**COMP 1671 Introduction to Computer Science I (4 Credits)**

Characteristics of modern computers and their applications; analysis and solution of problems; structure programming techniques; introduction to classes, abstract data types and object-oriented programming. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: high school algebra.

**COMP 1672 Introduction to Computer Science II (4 Credits)**

Advanced programming techniques; arrays, recursion, dynamic data structures, algorithm abstraction, object-oriented programming including inheritance and virtual functions. Prerequisite: COMP 1671.

**COMP 1991 Independent Study (1 Credit)****COMP 2300 Discrete Structures in Computer Science (4 Credits)**

Number systems and basic number theory, propositional and predicate logic, proof techniques, mathematical induction, sets, counting and discrete probability, case studies with applications from computer science, such as data representation, algorithm analysis and correctness, and system design. Prerequisites: COMP 1672 or COMP 1352.

**COMP 2355 Intro to Systems Programming (4 Credits)**

The prerequisites for this class are a good understanding of imperative and object-oriented programming in Java. The prerequisites for this class include a good understanding of basic programming constructs, such as branches (if, switch), loops (for, while, do), exceptions (throw, catch), functions, objects, classes, packages, primitive types (int, float, boolean), arrays, arithmetic expressions and boolean operations. Computer organization is a parallel prerequisite; if possible, students should register for both this course and COMP 2691. You must have a good understanding of basic data structures such as arrays, lists, sets, trees, graphs and hash-tables. This is a class on systems programming with focus on the C programming language and UNIX APIs. There will be programming assignments designed to make you use various Debian GNU/Linux system APIs. Programming assignments involve writing code in C or C++. Prerequisite: COMP 2673.

**COMP 2361 Systems I (4 Credits)**

This course introduces low-level computer systems and programming. Topics covered include Linux, the C programming language, pointers, dynamic memory management, number systems, instruction set architectures, debugging, and caching. Prerequisites: COMP 1353.

**COMP 2362 Systems II (4 Credits)**

This course introduces computer operating systems and parallel programming. Topics covered include processes, process forks, threads, race conditions, synchronization, scheduling, memory systems, resource sharing, and sockets. Prerequisite: COMP 2361.

**COMP 2370 Introduction to Data Structures & Algorithms II (4 Credits)**

This course introduces the performance analysis of algorithms, including proof techniques; data structures and their physical storage representation, including space and performance analysis; recursive techniques; stacks, queues, lists, trees, sets, graphs; sorting and searching algorithms. Prerequisites: MATH 2200 or COMP 2300; COMP 1353 or COMP 2673.

**COMP 2381 Object-Oriented Software Development (4 Credits)**

Some problems are most naturally modeled by a hierarchy of objects and the relationships between those objects. This course introduces object-oriented design and development as a problem solving technique. Topics covered include the Java programming language, including classes, methods, fields, inheritance, interfaces, polymorphism, generics, static typing, design patterns, and the Java Collections Framework. Prerequisite: COMP 1353.

**COMP 2673 Introduction to Computer Science III (4 Credits)**

An introduction to several advanced topics in computer science. Topics vary from year to year and may include any of the following: theory of computing, cryptography, databases, computer graphics, graph theory, game theory, fractals, mathematical programming, wavelets, file compression, computational biology, genetic algorithms, neural networks, simulation and queuing theory, randomized algorithms, parallel computing, complexity analysis, numerical methods. Prerequisite: COMP 1672 or COMP 1771.

**COMP 2691 Introduction to Computer Organization (4 Credits)**

This course covers basic topics in Computer Organization and is a required course in the BS in Computer Science, BS in Game Development, and BS in Computer Engineering degrees. Topics include: instruction set architectures, integer and floating point arithmetic, processors, memory systems, and topics in storage and Input/Output. Prerequisite: COMP 1672.

**COMP 2701 Topics in Computer Science (1-5 Credits)****COMP 2821 Introductory Game Design (4 Credits)**

Learn fundamental game design practices through the creation of paper and physical game prototypes using a play-centric design process. Topics include the formal elements, dramatic elements, and system dynamics of games, with an emphasis on playtesting, game analysis, and group game projects. Program Prerequisites: Restricted to Game Development and EDPX majors or instructor approval. Course prerequisites: COMP 1352 or EDPX 2100.

**COMP 2901 Computing and Society (4 Credits)**

This course is designed to explore the social implications of computing practices, organization and experience. These topics and other issues are correlated with examples from the older and modern history of technology and science. Some formal experience with computing is assumed, but students who have a good familiarity with ordinary computing practice should be ready. Students are also expected to contribute their expertise in one or more of the areas of their special interest. Cross listed with DMST 3901.

**COMP 3000 Seminar: The Real World (1 Credit)**

Series of lectures by alumni and others on surviving culture shock when leaving the University and entering the job world. Open to all students regardless of major. Cross listed with MATH 3000.

**COMP 3100 Human-Computer Interaction (4 Credits)**

Introduces students in computer science and other disciplines to principles of and research methods in human-computer interaction (HCI). HCI is an interdisciplinary area concerned with the study of interaction between humans and interactive computing systems. Research in HCI looks at cognitive and social phenomena surrounding human use of computers with the goal of understanding their impact and creating guidelines for the design and evaluation of software, interfaces, physical products, and services in industry. Prerequisite: COMP 1353, but students from all disciplines are welcome. Cross-listed with COMP 4100.

**COMP 3200 Discrete Structures (4 Credits)**

Discrete mathematical structures and non-numerical algorithms; graph theory, elements of probability, propositional calculus, Boolean algebras; emphasis on applications to computer science. Cross-listed as MATH 3200. Prerequisites: (COMP 2300 or MATH 2200) and (COMP 2673 or COMP 1353).

**COMP 3351 Programming Languages (4 Credits)**

Learn the fundamentals of programming languages through functional programming through an in-depth understanding of syntax and semantics around program structures and how programming languages are parsed and interpreted. Understand recursion as a fundamental problem-solving paradigm and the important role that higher order types and kinds play in eliminating errors and simplifying software development. Prerequisites: COMP 2370 and ((COMP 2355, COMP 2691) or COMP 2362).

**COMP 3352 Elements of Compiler Design (4 Credits)**

Techniques required to design and implement a compiler; topics include lexical analysis, grammars and parsers, type-checking, storage allocation and code generation. Prerequisite: COMP 3351.

**COMP 3353 Compiler Construction (4 Credits)**

Design and implementation of a major piece of software relevant to compilers. Prerequisite: COMP 3352.

**COMP 3361 Operating Systems I (4 Credits)**

Operating systems functions and concepts; processes, process communication, synchronization; processor allocation, memory management in multiprogramming, time sharing systems. Prerequisites: for undergraduates: (COMP 2355 and COMP 2691) or COMP 2361; COMP 2370; for graduate students: COMP 3003, 3004, and 3005.

**COMP 3371 Data Structures & Algorithms (4 Credits)**

Design and analysis of algorithms and data structures; asymptotic complexity, recurrence relations, lower bounds; algorithm design techniques such as incremental, divide-and-conquer, dynamic programming, iterative improvement, greedy algorithms; randomized data structures and algorithms. Prerequisites: COMP 2370 or equivalent and COMP 3200.

**COMP 3372 Advanced Algorithms (4 Credits)**

Advanced techniques for the design and analysis of algorithms and data structures; amortized complexity, self-adjusting data structures; randomized, online, and string algorithms; NP-completeness, approximation and exact exponential algorithms; flow networks.

**COMP 3381 Software Engineering I (4 Credits)**

An introduction to software engineering. Topics include software processes, requirements, design, development, validation and verification and project management. Cross-listed with COMP 4381. Prerequisites: COMP 3351; COMP 3361 or COMP 2362; or instructor permission.

**COMP 3382 Software Engineering II (4 Credits)**

Continuation of COMP 3381. Topics include component-based software engineering, model-driven architecture, and service-oriented architecture. Prerequisite: COMP 3381.

**COMP 3384 Secure Software Engineering (4 Credits)**

This course is concerned with systematic approaches for the design and implementation of secure software. While topics such as cryptography, networking, network protocols and large scale software development are touched upon, this is not a course on those topics. Instead, this course is on identification of potential threats and vulnerabilities early in the design cycle. The emphasis in this course is on methodologies and paradigms for identifying and avoiding security vulnerabilities, formally establishing the absence of vulnerabilities, and ways to avoid security holes in new software. There are programming assignments designed to make students practice and experience secure software design and development. Prerequisites: COMP 2362 or COMP 3361.

**COMP 3400 Advanced Unix Tools (4 Credits)**

Design principles for tools used in a UNIX environment. Students gain experience building tools by studying the public domain versions of standard UNIX tools and tool-building facilities. Prerequisites: COMP 2400 and knowledge of C and csh (or another shell), and familiarity with UNIX.

**COMP 3410 World Wide Web Programming (4 Credits)**

The World Wide Web (WWW, or web for short) has revolutionized how people communicate with one another and is one of the major technological advances in making the Internet visible around the world. Most people think of the web when they think of the Internet, but in fact the web is a method of organizing and accessing information on top of the Internet. Conceptually the web has a simple design, but it relies heavily on the underlying technology of the Internet. Students will learn what the web is, how it was designed, how it currently works, and how to develop apps on top of it through HTML, CSS and Javascript. Prerequisite: COMP 2673.

**COMP 3411 Web Programming II (4 Credits)**

In this course you will learn how to develop a full-stack web application that is capable of serving dynamic content from a database. Furthermore, you will learn the core design concepts and principles that will enable you to develop scalable and easy to maintain webapplications - a set of skills that will serve you well in both your personal and professional projects in the future. Prerequisite: COMP 3410.

**COMP 3412 Web Projects: Web Development III (4 Credits)**

In this course you will learn how to develop, as a group, a full-stack web application that is capable of serving dynamic content from a database. We will use the MongoDB, ExpressJS, Angular, and Node.js (MEAN) software stack to work on a real-life problem presented to us by an external product owner. In the class we will use the Scrum framework for Agile development to work, as a software team, through several sprints of development. You will be peer reviewing each other throughout the course, and the product owner will also be reviewing your product through end-of-sprint demos as features are completed. The goal for this class is for it to be a fun, collaborative, and educational environment that demonstrates what it is like to work as a real software team. Prerequisite: COMP 3411.

**COMP 3421 Database Organization & Management I (4 Credits)**

An introductory class in database management systems covering both relational and non-relational databases with an emphasis on relational. Topics include database design, ER modeling, relational algebra, SQL, scripting, and embedded SQL. Each student will design, load, query and update a nontrivial database using a relational database management system (RDBMS). In addition, an introduction to a NoSQL database will be included. Graduate students will read one or two relevant technical papers and write a summary report. Prerequisites: for undergraduates: COMP 1353 or COMP 2673; for graduates: COMP 3005.

**COMP 3424 NoSQL Databases (4 Credits)**

In this course, students learn what NoSQL databases are, learn to identify the differences between them, and gain a fundamental understanding between SQL, relational databases, and NoSQL databases. Students further explore which type of NoSQL database is the correct one given a use-cases, examining types, methods of communicating with it, contrasts to other NoSQL databases, performance and scalability. Prerequisites: for undergraduates, COMP 2355 or COMP 2361; for graduates: COMP 3005.

**COMP 3431 Data Mining (4 Credits)**

Data Mining is the process of extracting useful information implicitly hidden in large databases. Various techniques from statistics and artificial intelligence are used here to discover hidden patterns in massive collections of data. This course is an introduction to these techniques and their underlying mathematical principles. Topics covered include: basic data analysis, frequent pattern mining, clustering, classification, and model assessment. Prerequisites: COMP 2370.

**COMP 3432 Machine Learning (4 Credits)**

This course will give an overview of machine learning techniques, their strengths and weaknesses, and the problems they are designed to solve. This will include the broad differences between supervised, unsupervised and reinforcement learning and associated learning problems such as classification and regression. Techniques covered, at the discretion of the instructor, may include approaches such as linear and logistic regression, neural networks, support vector machines, kNN, decision trees, random forests, Naive Bayes, EM, k-Means, and PCA. After taking the course, students will have a working knowledge of these approaches and experience applying them to learning problems. Enforced Prerequisites: COMP 2370; COMP 2355 or COMP 2361.

**COMP 3433 Data Visualization (4 Credits)**

This course explores visualization techniques and theory. The course covers how to use visualization tools to effectively present data as part of quantitative statements within a publication/report and as an interactive system. Both design principles (color, layout, scale, and psychology of vision) as well as technical visualization tools/languages will be covered. Prerequisites: COMP 1353 and Python Programming.

**COMP 3441 Introduction to Probability and Statistics for Data Science (4 Credits)**

The course introduces fundamentals of probability for data science. Students survey data visualization methods and summary statistics, develop models for data, and apply statistical techniques to assess the validity of the models. The techniques will include parametric and nonparametric methods for parameter estimation and hypothesis testing for a single sample mean and two sample means, for proportions, and for simple linear regression. Students will acquire sound theoretical footing for the methods where practical, and will apply them to real-world data, primarily using R.

**COMP 3455 Shell Scripting and System Tools (4 Credits)**

This course covers navigating and utilizing tools in a UNIX environment, including use of common command line utilities, Bash and Python shell scripting, source control via Git, pipes and I/O redirection, networking in Python and OS multi-processing/multi-threading. More emphasis will be placed on using these tools than on how those tools work. Students should have experience with Python prior to taking this course.

**COMP 3501 Introduction to Artificial Intelligence (4 Credits)**

Introduces a variety of Artificial Intelligence concepts and techniques, relevant to a broad range of applications. Students survey multiple techniques including search, knowledge representation and reasoning, probabilistic inference, machine learning, and natural language processing. Examines concepts of constraint programming, evolutionary computation and non-standard computation. Prerequisites: COMP 2370.

**COMP 3510 Software for AI Robotics (4 Credits)**

This course provides an introduction to the key artificial intelligence issues involved in the development of intelligent robotics. We will examine a variety of algorithms for autonomous mobile robot behavior, exploring issues that include software control architectures, localization, navigation, sensing, planning, and uncertainty. We also introduce the Robot Operating System (ROS) middleware, which is popular in academic, industry, and government research. This course does not assume any prior knowledge of artificial intelligence or robotics. The course will be project focused. In the project assignments you will learn ROS and learn to implement algorithms essential for conducting AI robotics research. Prerequisites: COMP 2300, COMP 2370 and COMP 2355 or COMP 2361 and proficiency in Python and Unix. Cross listed with COMP 4510.

**COMP 3591 Computational Geometry (4 Credits)**

This class deals with the design and implementation of efficient algorithms for problems defined over geometric objects, such as points, lines, polygons, surfaces, etc. The methods and algorithms covered find applications in many areas, including computer graphics (e.g., hidden surface removal), computer-aided design and manufacturing (e.g., 3D printing), machine learning (e.g., supervised and unsupervised classification), geographic information systems (e.g. terrain visibility), robotics (e.g., motion planning), data mining (e.g., dimensionality reduction), and computer vision (3D reconstruction), to name a few. Fundamental geometric problems such as partitioning, proximity, intersection, convexity, visibility, point location, and motion planning are focused on. Efficient data structures and algorithms for their solutions and design techniques germane to the field, such as divide-and-conquer, plane sweep, randomization, duality, etc. are discussed in detail. Practical methods for the robust implementation of geometric algorithms are also covered. Prerequisites: COMP 2300 and COMP 2370.

**COMP 3621 Computer Networking (4 Credits)**

An introduction to computer networks with an emphasis on Internet protocols. Topics include: internet design, application layer protocols such as SMTP and HTTP, session layer protocols including TCP and UDP, the internet protocol (IP), link layer technology such as Ethernet, and security issues related to networking. Programming experience of client/server architectures using sockets and TCP/UDP through projects is emphasized. Prerequisites: for undergraduates: (COMP 2355 or COMP 2361) and COMP 2370; for graduates COMP 3004 and COMP 3006. Cross listed with COMP 4621.

**COMP 3681 Networking for Games (4 Credits)**

Implementing the networking code for multiplayer games is a complex task that requires an understanding of performance, security, game design, and advanced programming concepts. In this course, students are introduced to the networking stack and how this is connected to the Internet, learn how to write protocols for games, and implement several large games using a game engine that demonstrate the kind of networking and protocols required by different genres of games. In addition, tools are introduced that help understand and debug networking code, simplify the creation of protocols, and make the development of networking code easier.

**COMP 3701 Topics in Computer Graphics (4 Credits)****COMP 3702 Topics in Database (4 Credits)****COMP 3703 Topics-Artificial Intelligence (4 Credits)****COMP 3704 Advanced Topics: Systems (4 Credits)****COMP 3705 Topics in Computer Science (1-4 Credits)****COMP 3721 Computer Security (4 Credits)**

This course gives students an overview of computer security along with some cryptography. Some network security concepts are also included. Other concepts include coverage of risks and vulnerabilities, policy formation, controls and protection methods, role-based access controls, database security, authentication technologies, host-based and network-based security issues. Prerequisite: COMP 2362 or COMP 3361. Cross listed with COMP 4721.



**COMP 3722 Network Security (4 Credits)**

Network Security covers tools and techniques employed to protect data during transmission. It spans a broad range of topics including authentication systems, cryptography, key distribution, firewalls, secure protocols and standards, and overlaps with system security concepts as well. This course will provide an introduction to these topics, and supplement them with hands-on experience. Prerequisites: COMP 3721 or permission of instructor.

**COMP 3723 Ethical Hacking (4 Credits)**

Ethical hacking is the process of probing computer systems for vulnerabilities and exposing their presence through proof-of-concept attacks. The results of such probes are then utilized in making the system more secure. This course will cover the basics of vulnerability research, foot printing targets, discovering systems and configurations on a network, sniffing protocols, firewall hacking, password attacks, privilege escalation, rootkits, social engineering attacks, web attacks, and wireless attacks, among others. Prerequisites: COMP 1203 or COMP 2673 (CS Intro sequence).

**COMP 3731 Computer Forensics (4 Credits)**

Computer Forensics involves the examination of information contained in digital media with the aim of recovering and analyzing latent evidence. This course will provide students an understanding of the basic concepts in preservation, identification, extraction and validation of forensic evidence in a computer system. The course covers many systems level concepts such as disk partitions, file systems, system artifacts in multiple operating systems, file formats, email transfers, and network layers, among others. Students work extensively on raw images of memory and disks, and in the process, build components commonly seen as features of commercial forensics tools (e.g. file system carver, memory analyzer, file carver, and steganalysis). Prerequisites: COMP 3361; COMP 2355 or 2361 for undergraduates; COMP 3006 for graduates.

**COMP 3732 Human-Centered Data Security and Privacy (4 Credits)**

With an increasing digital presence, it is critical to understand users' needs and requirements in using technological equipment to secure interactions and adhere to privacy perceptions. Thus, it is essential to analyze the cognitive, social, organizational, commercial, and cultural factors in mind. This course will provide a socio-technical approach for analyzing critical user interaction with devices encountered in everyday life, including web, mobiles, and wearables. This course will help students develop an understanding of technological interactions from the perspectives of multiple stakeholders such as users, developers, system administrators, and others and build tools to protect user data.

**COMP 3801 Introduction Computer Graphics (4 Credits)**

Fundamentals of 3D rendering including the mathematics behind coordinate systems, projections, clipping, hidden surface removal, shadows, lighting models, shading models, and mapping techniques. Significant use of 3D APIs through shader programming is covered along with the basics of 3D model representation and animations. Satisfies "Advanced Programming" requirements for graduate students. Prerequisites: COMP 2370, MATH 1952 or 1962.

**COMP 3821 Game Programming I (4 Credits)**

Introduces the fundamentals of digital game programming that are essential as future game programmers or game designers. Students have the opportunity to learn game engine architecture, 2D and 3D linear algebra for graphics, sprites and animations, input handling, finite state machines, particle systems, user interfaces, game audio, and artificial intelligence for games. Prerequisites: COMP 2370 and COMP 2821.

**COMP 3822 Game Programming II (4 Credits)**

In this course, students learn how to work with a 3D game engine and build 3D games. Topics include algorithms, mathematics for 3D game engines, scene management, animations, 3D shaders, particle systems, physics for games, UIs, terrain systems, and working with higher-level scripting languages on top of the low-level implementation language. Prerequisites: COMP 3821. Suggested corequisite or prerequisite: COMP 3801.

**COMP 3831 Game Prototyping (4 Credits)**

Introduces game prototyping, where game concepts are created and developed into working prototypes using student-chosen game development tools. Engages in critical awareness of game creation practices through discussions, critiques, demos, and player testing. Students have the opportunity to explore their creativity, to expand their knowledge of game design, and to build a broad portfolio of ideas and working projects that demonstrate both their design and technical skillsets. Required for Game Development majors, though all majors are welcome. Prerequisites: COMP 2821.

**COMP 3832 Game Capstone I (4 Credits)**

Students design, build, critique, and playtest their game prototypes from Game Prototyping. Both art and programming are developed by the student teams with the instructor acting as a project manager to ensure that goals are met through the 10-week development process through various milestones. In addition to building the game, students alter their game design document to add new features, making corrections to prior design issues, and focus on making the game playable and "fun." Prerequisite: COMP 3821 and COMP 3831.

**COMP 3833 Game Capstone II (4 Credits)**

Students design, build, critique and playtest their working game from Game Capstone I. Both art and programming are developed by the student teams with the instructor acting as a project manager to ensure that goals are met through the 10-week development process through various milestones. In addition to building the game, students modify their design document and implement changes in their game, create new concept art for the features, build an introduction level into their game, test the game with "Play testers", and focus on creating a game that is "fun" to play. By the end of the quarter, their game is ready for distribution on an appropriate platform. Prerequisite: COMP 3832.

**COMP 3904 Internship/Co-Op in Computing (0-10 Credits)**

Practical experience in designing, writing and/or maintaining substantial computer programs under supervision of staff of University Computing and Information Resources Center. Prerequisites: COMP 2370 and approval of internship committee (see department office).

**COMP 3991 Independent Study (1-10 Credits)**

Cannot be arranged for any course that appears in the regular course schedule for that particular year.



**COMP 3995 Independent Research (1-10 Credits)**

# Construction Management (CMGT)

**CMGT 2170 Construction Building Systems (4 Credits)**

A survey of residential and commercial construction materials, means, and methods associated with the various structural and architectural systems used to design and construct buildings. Project plans and specifications are incorporated to teach the basic sequencing and overall construction process. The influence of sustainability in construction is introduced. This class will also have an off campus , experiential learning lab associated with it.

**CMGT 2300 Introduction to Architecture and Design Management (4 Credits)**

This course introduces students to the significant value that architecture brings to real estate and the built environment and the various services and professions associated with it. Students are introduced to principles, protocols and the planning process related to the design function and the link between the architect's vision and the finished physical structure. Students are introduced to design thinking theory and application. Students learn to read and interpret the various graphical and written construction documents, know how they are developed and what information they contain. Coverage of architectural, structural, mechanical, electrical, plumbing, and civil drawings and specifications. The business model for design services is explored as well as the unique risks and challenges associated with managing the design throughout the various stages of development and construction. Experiential learning lab is associated with this course.

**CMGT 3100 Construction Estimating (4 Credits)**

This course is designed to provide the student with the theory, principles and techniques of quantity analysis (take-off), labor determinations, overhead and profit analysis. It offers insight into the construction estimating process. The role of the estimator, types of estimating, CSI Divisions, bid/contract documents, change order pricing, design/build projects, and estimation compilation will be introduced. Discussions regarding the cost/benefit of sustainable materials and typical construction materials will enhance the requisite knowledge of construction estimating. Prerequisites: CMGT 2300 and CMGT 2170. This course also has a required lab. This course is a Co/Prerequisite for CMGT 3120.

**CMGT 3120 Construction Scheduling and Project Controls (4 Credits)**

Understanding and applying scheduling and control to construction projects is essential to successful construction management. Project scheduling emphasizes network-based schedules, such as critical path management (CPM), network calculations, critical paths, resource scheduling, probabilistic scheduling and computer applications. Project control focuses on goals, flow of information, time and cost control, and change management. Pre/Corequisites: CMGT 3100.

**CMGT 3155 Sustainable Development (4 Credits)**

The course includes many case studies of historic and contemporary structures exemplifying various sustainability features. Emphasis will be placed on how LEED project certification influences the overall construction project. Topics will include LEED certification techniques for sustainable sites, water efficiency, energy & atmosphere, materials & resources, indoor environmental quality, innovation and design. The following topics will be covered from a LEED perspective: ventilation, air conditioning, heating, electrical lighting, energy efficiency, and building control systems. The student will study and analyze how management and LEED techniques are applied to current construction projects. Prerequisites: REAL 1700, CMGT 2170, CMGT 2300, and REAL 3438.

**CMGT 3177 Environmental Systems and MEP Coordination (4 Credits)**

A study of electrical and mechanical systems (MEP) used in the construction of buildings. Course content includes system design, component selection and utilization for energy conservation, cost estimating of systems, coordination and management of installation. Specific systems included are electrical, air conditioning, heating, ventilation and plumbing, fire protection, life safety, communication, power systems and lighting. The course also considers coordination of MEP systems and explores emerging technology and environmental issues related to mechanical and electrical systems in buildings. Prerequisite: REAL 1700, CMGT 2170 and CMGT 2300.

**CMGT 3190 Residential Development (4 Credits)**

A course sequence designed to emphasize the practical application of the theories and concepts of residential development. The course provides a capstone experience for seniors. Students are expected to apply their knowledge of general business, real estate and construction management practices by forming a student business entity, acquiring land, building and selling a residential property in a case format. Students will apply accounting, finance, marketing, real estate and construction management techniques in the planning for a residential development. The application of green building materials and methods is emphasized. Prerequisites: REAL 1700, CMGT 2170, CMGT 2300, and REAL 3438.

**CMGT 3480 Construction Project Management (4 Credits)**

This course offers a study of Construction Project Management including different scheduling techniques, use of estimation against scheduling, contracting, construction law, and software use for scheduling. Students obtain the needs for thought process of construction management including scheduling, bidding, proposals, communications, contracts, project planning and initialization, scheduling, estimating, resource planning, organizing, and project control. Use of software is critical and programs are chosen based on independent needs of students. Prerequisites: CMGT 2170 & CMGT 2300.

**CMGT 3700 Topics in Construction Mgmt (0-4 Credits)**

Exploration of various topics and issues related to construction management.

**CMGT 3980 Construction Management Internship (0-4 Credits)**

Practical experience (field study); requires written report. Prerequisite: Junior standing or above and Director Approval.

**CMGT 3991 Independent Study (0-4 Credits)**

Individual research/study; requires written report. Prerequisite: Junior standing, School Advisor and Director permission.

## Counseling Psychology (CNP)

**CNP 1200 Career Decision Making (2 Credits)**

For undergraduates unsure of their academic and/or career direction. Helps students explore their interests, skills, values and the world of work; provides decision-making strategies to aid in future career and life decisions.

**CNP 1250 Peer Counseling (2 Credits)**

Are you interested in learning about how to help others? Interested in being a counselor? This course will provide an introduction to the profession of counseling. Learn more about the variety of roles and responsibilities of mental health professionals and how you can learn how to help others.

**CNP 1650 Unlearning to Learn: A Journey in Self Discovery (1-2 Credits)**

Introduction for students to gain self-awareness and broadening viewpoints to aid in their success as a new student at the University of Denver. This course will focus on interactive and experiential learning around topics such as personality, learning styles, emotional intelligence, strengths and virtues, and learning across difference. This interactive and experiential learning community will engage in critical thinking, challenging dialogues, and praxis (i.e. reflection and action) through a holistic approach of understanding personality, learning styles, emotional intelligence, strengths and virtues, and learning across difference. The aim of this course is to cultivate a sense of belonging through self-discovery. This course provides foundational skill-building to prepare students to actively engage in their learning experience at the University of Denver.

**CNP 1700 Introduction to 4D Peer Mentorship (0-1 Credits)**

This course will prepare students to serve as effective peer mentors through their role as 4D Peer Mentors. By introducing students to emotionally intelligent leadership, they will build their identity as a leader. This leadership identity will be supplemented by student development/transition theory as students' consider their own transition to college and how they can apply that to their role as a 4D] Peer Mentor. Embedded throughout the course, students will be introduced to the 4D Experience framework and grow in their understanding and application of the tenants of 4D to successfully complete the course.

**CNP 2550 Psychology of Men and Masculinities (4 Credits)**

This course is designed to focus on men, and how their lived experiences impact the daily lives and experiences of all gendered individuals in the U.S. This course focuses on the psychological process of men and masculinity.

**CNP 3249 Counseling Psychology: Health and Positive Psychology (4 Credits)**

This course will provide an overview of the topic of health psychology. Health psychology is the study of the bi-directional relationship between psychology and health. Topics in this course will include psychological factors that lead people to act in unhealthy ways, how people adjust and cope with pain and illness, the impact of stress and social support on health, and cultural considerations in health and well-being. Enforced Prerequisites: Psych 101.

**CNP 3262 Diversity of Counseling Psychology and Mental Health (4 Credits)**

This course will examine how people's sociocultural context influences their thoughts, feelings, and behaviors regarding health and healing. It will provide an introduction to general theories and methods related to culture and diversity (e.g. equity, power, privilege, identity theories, etc.). Focus will be given to the psychological and political underpinnings of culture and diversity and the connections between diversity and psychological processes related to health and healing. The course will introduce concepts related to health disparities and sociopolitical systems in which communities operate to achieve health and healing. Prerequisite: PSYC 1001.

**CNP 3263 Counseling Psychology: The Psychology of Sex and Intimate Relationships (4 Credits)**

This course will examine theoretical perspectives and current research in the study of sex and intimate relationships. Topics will include the development of sexual attraction, theories of intimate relationship development, communication, common problems in relationships (jealousy, infidelity, conflict, attachment, etc.), individual and gender differences in sexual behaviors and intimate relationships.

**CNP 3701 Topics in Counseling Psychology (4 Credits)**

Selected themes and topics from Counseling Psychology. Content changes and course may be repeated to a maximum of 12 credit.

**CNP 3991 Independent Study (1-10 Credits)**

## Economics (ECON)

**ECON 1020 Economics: A Critical Introduction (4 Credits)**

The course gives students a critical understanding of basic economic concepts, showing the importance of differences in the understanding of these concepts by different economic theories: the theories differ both in their view of the economy and its place in society; and in the potential impact of their policy recommendations on different individuals and social groups. The course begins with the immediate experience of life in the "new economy"; and then frames a critical analysis of this experience, drawing out three themes: the relation of the economy to public and private life; inequality and discrimination; globalization. The critical framework calls for a historical dimension: how did we get here? It also points to a defining feature not only of the "new economy", but of the modern, capitalist economy since its origins: capitalism generates periodic crises within itself. The most obvious crisis is the "economic" one, but equally important are the crises of inequality and discrimination, and of environmental sustainability. The course concludes by considering what kind of economic order, what agents and institutions, would be required to transform capitalism into a socially and ecologically sustainable system. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**ECON 1030 Introduction to Micro and Macroeconomics (4 Credits)**

The primary goal of this course is to introduce essential microeconomic and macroeconomic concepts to prepare economics majors and minors for their upper level economics courses. It achieves this goal (i) by separating and interrelating micro level (e.g., individual) and macro level (e.g., society) dynamics in the economy; (ii) by considering those dynamics within their historical context; and (iii) in the context to history of ideas in economics. The course also introduces analytical tools such as graphical and data analysis to demonstrate core ideas in micro and macroeconomic theories and policies. Prerequisite: ECON 1020.

**ECON 1988 Study Abroad Resident Credit (0-18 Credits)****ECON 2020 Intermediate Microeconomics (4 Credits)**

Microeconomic foundations to determine prices and production; consumer behavior, the behavior of firms in competitive and imperfectly competitive markets, and factor markets. Prerequisite: ECON 1030.

**ECON 2030 Intermediate Macroeconomics (4 Credits)**

Determinants of aggregate levels of production, employment and prices, focusing on the short-run dynamics of an economy consisting of a complex structure of interrelated markets; includes analysis of investment decisions, monetary structures and labor markets. Prerequisite: ECON 1030.

**ECON 2050 History of Economic Thought (4 Credits)**

Development of economic thought; leading writers and schools, their influence and theories. Prerequisite: ECON 1030.

**ECON 2101 Urban Economic History Through Cinema (4 Credits)**

We have recently passed the threshold where more than half of the population globally is living in urban areas. Perhaps more striking is that in 1850 only 3 cities (London, Beijing and Paris) had populations that exceeded a million people, while today there are over 300 such cities, with the largest city, Tokyo, having nearly 40 million inhabitants. Coincidentally, the growth in urban areas coincided with the emergence of cinema. In the popular imagination cities have been sites of both promise and terror and this has been well captured in movies since the early 20th century. This course will consider the economic cycle of cities from the early 20th century to the present as seen through film representations. While the films we will watch are works of art this is not a course on film appreciation. What we are interested in is how the emergence of large clusters of people living together in relatively small areas is being depicted over time. Furthermore, we want to understand how the economic arrangements that define these clusters, these cities, are documented and provide a new way of thinking about how humans decide to live and work in common spaces.

**ECON 2190 Behavioral Economics (4 Credits)**

Economics as a discipline often assumes people are rational and self-interested. Yet, when we look at the world around us, we see these assumptions violated, or at least they appear to be violated. In a course on Behavioral Economics, common economic assumptions are relaxed to allow for some behaviors that consistently appear in reality, such as over-optimism, procrastination, altruism, spite, ..., that standard economic theory has difficulty explaining. In this course we will identify common "irrationalities" in the lives of well-loved characters from literature or film, analyze our own behavior and that of the world around us, propose experiments to test for "anomalous" behaviors and their causes, design models to capture experimental findings, as well as discuss policies to encourage/discourage common human behaviors. We will also consider ways in which individuals, businesses, nonprofits, governments, ..., can utilize the findings of Behavioral Economics (for better or for worse). Prerequisite: ECON 1030.

**ECON 2250 Money & Banking (4 Credits)**

This course familiarizes you with the basic principles of money, banking, balance sheets, financial instruments, financial institutions, and monetary policy. We examine alternative perspectives on a variety of issues such as the nature and origins of money, how money enters the economy, the role of banks and nonbank financial institutions in the creation of money, the relationship between banks, nonbank financial firms and the central bank, and financial crises. Additionally, we study the relation between monetary and fiscal and financial stabilization policies, and whether they are complementary or contradict each other. How these policies affect private sector balance sheets will be another topic of our course. We also study the evolution of the financial system including financial practices, instruments, institutions and how they impact and are impacted by regulation. We then use the principles of money and banking we learn this quarter to understand the role of banks in the recent 2008 Global Financial Crisis, as well as its broader causes and potential cures. Prerequisite: ECON 1030.

**ECON 2280 Gender in the Economy (4 Credits)**

This course moves beyond the traditionally male-dominated view of the economy to explore economic life through a gendered lens. A gendered perspective challenges us to see economic theory, markets, work, development, and policy in new ways. Gendered economic analysis expands the focus of economics from strictly wants, scarcity, and choice to include needs, abundance, and social provisioning in its scope. Cross listed with GWST 2280. Prerequisite: ECON 1020.

**ECON 2300 Comparative Economic Systems (4 Credits)**

The purpose of this course is to develop an understanding of the methods (both theoretical and empirical) used to compare economic systems around the world. As a learning objective, by the end of the course students should be able to explain the differences between economic, financial, and legal institutions, policies, and economic performance in alternative economic systems and to critically evaluate changes occurring in transition economies (particularly China, Russia, and Central and Eastern Europe) and their implications for economic growth. Prerequisite: ECON 1030.

**ECON 2330 China and the Global Economy (4 Credits)**

This course provides a comprehensive overview of the Chinese economy and China's role in the global economy. The course covers the economic interactions between China and the world economy over the past two centuries, evaluates ongoing social, economic and environmental challenges, and evaluates future development possibilities for China and the global economy as a whole. The topics addressed include: the Chinese economy before 1949; the socialist era, 1949-1978; economic reform and market transition; the role of state enterprises; foreign investment; foreign trade; China's role in the global imbalances; the impact of the recent global economic crisis. Prerequisite: ECON 1030.

**ECON 2360 Economics, Ecology, and Social Welfare (4 Credits)**

This course examines the interaction between economic outcomes, environmental effects, and inequality based on the contribution of alternative economic perspectives. It is divided in three core sections: Section I presents a historical examination of the restructuring of global capitalism under neoliberalism, and its impact on resource distribution and ecosystems. It follows a presentation of the theoretical differences between traditional and critical economics in the interpretation of these developments. Section II applies the concepts learned in Section I to specific case studies. For each of these case studies, the analysis will highlight both social and environmental implications and prospects for ecological sustainability and social welfare. Section III discusses alternative economic recommendations for socio-economic prosperity and ecological conservation. Prerequisite: ECON 1030.

**ECON 2400 Public Finance (4 Credits)**

Public-sector economics, including public finance and expenditures; effects of different types of taxes and various government programs; government budgeting; cost benefit analysis. Prerequisite: ECON 1030.

**ECON 2410 Industrial Organization Economics (4 Credits)**

This course explores some applied topics in microeconomic theory such as innovation and technological change; cost of production and decision making by firms; market structures and competition; labor market; the changing role of the state; antitrust; regulation and deregulation; and international trade. Prerequisite: ECON 1030.

**ECON 2450 Race in the Economy (4 Credits)**

This course examines economic life through a racial lens by exploring historical and contemporary experiences such as housing, employment, and wealth. A racial perspective challenges us to see economic theory, markets, work, and policy in new ways and highlights the necessity and the challenge of confronting white supremacy within a system of capitalism. Prerequisite: ECON 1020.

**ECON 2500 Economic Development (4 Credits)**

This course introduces the student to several dimensions of, and forces pertaining to, development processes, including nature's inequalities, colonial legacies, the role and limitations of primary production, labor utilization, industrialization, trade, technology acquisition, foreign direct investment and other forms of capital flow, and the role of the state. If time permits, discussion include environmental concerns and cultural factors. Prerequisite: ECON 1030.

**ECON 2510 The Asian Economies (4 Credits)**

This course is based on a comparative approach, examining several Asian economies' colonial background, their primary producing sectors, the developmental state in these countries, attempts at industrialization, trade policies, technological development, liberalization to attract foreign capital, currency and financial crises. Prerequisite: ECON 1030.

**ECON 2540 Law and Economics (4 Credits)**

This course provides an introduction to the study of law and economics, the objective being to provide a critical examination of the nexus between economics and law. After establishing foundational concepts and definitions the course turns to an investigation of legal history, traditions and movements. For example, this will include examination of common law and civil law (code), the progressive era, legal realism, critical legal studies, the law and economics movement, critical race theory, and law and neoliberalism. An assessment of distinct approaches to law and economics from different economic perspectives will also be undertaken. The latter half of the course covers the economic dimensions to various sources or core areas of law including property, contract, tort, administrative, criminal and constitutional law. Additionally, certain special topics will be introduced and analyzed throughout the course, including the social and legal construction of markets; public finance and the economic role of government; the legal foundations of money; and, environmental, international, family, public, corporate, competition and antitrust law. The course also offers exposure to hands-on and practical factors concerning the profession and practice of law including legal terminology, precedent, reasoning, case review, writing and procedure.

**ECON 2600 International Finance (4 Credits)**

The course covers history, institutions, and theory of international monetary relations. It encompasses topics such as balance-of-payments adjustment, exchange rates, international monetary arrangements, and foreign investment. Commencing with an introduction to national accounting and the balance of payments, the course provides a theoretical foundation for understanding exchange rate determination. Subsequently, it explores discussions surrounding floating and fixed exchange rate systems. The curriculum further delves into a concise history of international monetary relations spanning the last two centuries, including the Gold Standard and the Bretton Woods systems. Moreover, the course engages in a comprehensive examination of the role played by international capital flows and their global impacts. Finally, it concludes with an in-depth discussion on the role of international finance within contemporary global capitalism.

**ECON 2610 International Economics (4 Credits)**

The student learns about balance of payments, accounting, international monetary arrangements, international trade, and international investment. Certain policies that have a direct impact on a country's balance of payments, e.g. macroeconomic policies, exchange rate policy, and commercial policies, are examined. Some features of recent US trade policy stances is also be surveyed. Prerequisite: ECON 1030.

**ECON 2670 Quantitative Methods (4 Credits)**

This course offers an introduction to empirical work and statistics relevant to the study of economics. The course begins with a discussion of the use and creation of data, and various sources of data. It then presents the basic foundations of statistical methods for the description and analysis of data. Students learn how to calculate common descriptive statistics, test hypotheses related to the mean and differences between means, and how to perform and interpret bivariate linear regression analysis. In the process, students learn and use a popular software package commonly used for statistical analysis in economics. Prerequisite: ECON 1030.

**ECON 2701 Topics in Economics (4 Credits)**

Specialized topics in Economics. Check with the Department of Economics or the Schedule of Classes for further information.

**ECON 2710 Labor Economics (4 Credits)**

Labor theory and institutions; theory of labor demand and supply including market models, demographics and education; the labor movement and legislation, industrial conciliation methods, and modern industrial relations. Prerequisite: ECON 1030.

**ECON 2980 Internship (0 Credits)**

This online course integrates first-hand labor market experience and career readiness with economic knowledge and skill building. Students will actively build their professional networks, complete internship hours, engage in professional development, and critically reflect on their labor market experience. Students are responsible for applying to and securing their own internships prior to registering for the course with support from the internship coordinator. Prerequisites: ECON 2020 or ECON 2030.

**ECON 2988 Study Abroad Resident Credit (0-18 Credits)****ECON 3040 Marxian Political Economy (4 Credits)**

An exposition of Marx's theory of value through a detailed reading of *Capital*, vol. I. Excerpts from other readings by Marx, and some of the relevant secondary literature used. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

**ECON 3075 Marxism (4 Credits)**

This course is a survey in the theoretical and political work influenced by the writings of 19th century philosopher and economist, Karl Marx. The course covers both the historical traditions in Marxism in the 19th, 20th, and 21st century as well as the geographical traditions of these time periods in France, Germany, England, Italy, Russia, China, and America. It is not necessary that students have a prior background in Marx's work, but it is highly recommended. Requires junior standing or above. Cross listed with PHIL 3075.

**ECON 3110 European Economic History (4 Credits)**

The emergence of capitalism from feudal society; the Industrial Revolution, English capitalism; European industrialization; state and economy in capitalism; 20th-century Europe and the global economy. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

**ECON 3460 Monetary Theory and Policy (4 Credits)**

Studies the interaction between money and the economy. Examines the workings of the financial institutions and how they affect the economy. Looks at the questions of what serves as money, what determines interest rates, and how the central bank conducts monetary policy and its effect on the performance of the economy. Restriction: junior standing. Prerequisite: ECON 2030.

**ECON 3480 Money & Financial Markets (4 Credits)**

Examines workings of the money and financial markets and their relation to the monetary system and to the macroeconomy. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

**ECON 3500 Economic Development (4 Credits)**

Careful re-examination of the works of the prominent development economists of the immediate postwar decades to critically shed light on the treatment of topical development problems by modern economists. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

**ECON 3590 Urban Economics (4 Credits)**

Covers topics and issues of economic growth and decline in metropolitan areas, emphasizing urban economic issues. A broad range of policy areas is discussed, including labor market policy, welfare reform, housing policy, racial segregation, transportation, and environmental policy, among others. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

**ECON 3600 International Monetary Relations (4 Credits)**

Theory, policy, and history of international organization of money and finance; open-economy macroeconomics: balance of payments, exchange rate dynamics, monetary policy effectiveness. Cross-listed with INTS 3600. Restriction: junior standing. Prerequisite: ECON 2030.

**ECON 3610 International Trade Theory & Policy (4 Credits)**

Examines topical trade issues confronting the United States, policies proposed to tackle them, and the theoretical underpinnings of these policies. Studies how those policies could affect the less developed countries as determined by the environment established under the World Trade Organization. Prerequisite: ECON 2020 or 2030. Recommended: ECON 2610.

**ECON 3620 Philosophical Perspectives on Economics and Social Sciences (4 Credits)**

This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, economics, and the social sciences. More specifically, the main goal is to engage in a critical discussion of how sciences such as psychology, sociology, and neuroscience can challenge and modify the foundations and methodology of economic theories. The course is structured around three broad modules. After a brief introduction, we begin by discussing the emergence of rational choice theory which constitutes the foundation of classical and neoclassical economics and present some paradoxical implications of expected utility theory. The second module focuses on the relationship between economics and psychology. More specifically, we examine the emergence of behavioral economics, the study of the social, cognitive, and emotional factors on the economic decisions of individuals and institutions and their consequences for market prices, returns, and resource allocation. Finally, the third module focuses on the implications of neuroscience on decision making. We discuss some recent developments in neuroeconomics, a field of study emerged over the last few decades which seeks to ground economic theory in the study of neural mechanisms which are expressed mathematically and make behavioral predictions.



**ECON 3670 Econometrics: Multivariate Regression Analysis for Economists (4 Credits)**

This course develops the foundations of ordinary least squares (OLS) regression analysis and teaches students how to specify, estimate, and interpret multivariate regression models. Students have to apply what they have learned using a popular software package used for econometrics and real data. Special topics also covered include regression models that include dummy variables, log-linear models, fixed effects models, a brief discussion of instrumental variables, and an introduction to time-series analysis and forecasting. Prerequisites: ECON 2670. Cross-listed with ECON 4670.

**ECON 3701 Topics in Economics (4 Credits)**

Specialized topics in Economics. Check with the Department of Economics or the Schedule of Classes for further information.

**ECON 3740 Health Economics (4 Credits)**

This course is designed to study the nature of the organization of health care production, delivery and utilization according to economic theory. It introduces the up-to-date problems and issues in the U.S. health care system by studying demand for and supply of health care services, health care production and costs, and market analysis of health care industry. Important parties playing roles in health care industry such as private health insurance firms, physicians, pharmaceutical industry, and hospital services will be studied in detail. In addition, the course deals with the role of government in health care industry and various health care reforms proposed in the U.S. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

**ECON 3830 Topics in Macroeconomics (4 Credits)**

Coverage varies but may include advanced topics in monetary theory, the study of business cycles, or the works of important monetary and macroeconomic theorists. Restriction: junior standing. Prerequisite: ECON 2030.

**ECON 3850 Mathematics for Economists (4 Credits)**

The frontier of the research in modern mainstream economics relies on the modeling of economic phenomena, which requires increasingly sophisticated mathematical tools. The purpose of this course is to introduce these tools to early graduate students and advanced undergraduates, particularly those interested in pursuing graduate studies in economics. While this is primarily a math course that covers topics from linear algebra, multivariate calculus, and constrained optimization, economic applications will be used to provide intuition. This course provides a solid foundation in mathematical economics as well as a glimpse of the kind of work that is currently being done in the field. For graduate students, the course will provide the necessary mathematical background for ECON 4030 and Econ 4020. Prerequisite: ECON 2020 and 2670.

**ECON 3900 Growth, Technology and Economic Policy (4 Credits)**

This course will introduce students to innovation dynamics – technological change as the foundation for the growth of and structural changes in economic activity - through the lenses of 1) economic theory, as evolutionary economics, in particular original institutional economics and neo-Schumpeterian economics, as well as Marxian themes around dynamics of change in economies and societies; 2) economic history, to further underline the nature of innovation as a social phenomenon that has impacted technological capability and economic activity, in scope, reach, and level, in societies as well as societies themselves; and 3) economic policy, to emphasize focus areas for the successful support of innovation, and desired innovation, with examples drawing from the economic development process as well as national innovation systems concepts and the role of the public sector as an active participant in economic activity in general. The focus for the course under all three perspectives will be on changes to technological capability, from a social perspective that emphasizes systemic components in the processes of innovating and change. Prerequisite: ECON 2050.

**ECON 3970 Environmental Economics (4 Credits)**

This course examines economic perspectives of environmental and resource problems, ranging from peak oil, food crisis, and climate change. Topics include the property-rights basis of polluting problems, environmental ethics, benefit-cost analysis, regulatory policy, incentive-based regulation, clean technology, population growth and consumption, and sustainable development. Restriction: junior standing. Prerequisite: ECON 2020.

**ECON 3988 Study Abroad Resident Credit (0-18 Credits)****ECON 3990 Capstone: Research, Evaluate, and Report on Living in CO (2 Credits)**

Gather and evaluate data to share the diverse economic experiences of all Coloradans. Collectively write and present an economic report. Engage with Colorado policymakers and policy advocates to explore how research informs policy and to enhance understanding of policymaking and outcomes throughout Colorado.

**ECON 3991 Independent Study (1-8 Credits)**

Prerequisites: ECON 1030.

**ECON 3995 Independent Research (1-4 Credits)**

This research project is based on a topic that the student picks in consultation with the chair of the economics department. During the consultation process a faculty supervisor is assigned to work with the student throughout the research process. The topic is preferably one that requires the student to demonstrate her/his ability to apply what he/she has learned in the intermediate-level required courses for the economics major. Restriction: senior standing.

**ECON 3997 Economics Honors Thesis (4 Credits)**

Students pursuing Departmental Distinction will write an Economics Honors Thesis of between 30 and 50 pages during their senior year. The subject of the Thesis must concern some important topic in Economics, the precise nature of which will be determined by the student and an advisor chosen from among the Economics faculty. A student wanting to try for this Distinction must first meet with the Department Chair to discuss which Professor he or she will request to supervise his or her Thesis. The Professor who agrees to supervise an Honors Thesis is responsible for certifying that the work is of sufficient quality for Departmental Distinction in Economics.



# Emergent Digital Practices (EDPX)

## EDPX 2000 Imaging in Emergent Digital Practices (4 Credits)

This course introduces digital imaging and digital illustration. Foundational technical methods and semiotics are introduced as ways to explore contemporary visual language. Students gain understanding in the digital creation and deciphering of images in 2D space. The essential language and concepts concerning representation and digital reproduction are developed through critical study and making. Lab fee. No prerequisites.

## EDPX 2100 Interactivity in Emergent Digital Practices (4 Credits)

This course provides the fundamental concepts of digital interactive software, including the study of how the computer processes information and can be leveraged to create relationships with and between people. Students learn programming fundamentals in ways that are applicable across all types of programming. The basic ideas of Human Computer Interface are introduced and put into practice. Lab fee. No prerequisites.

## EDPX 2300 Systems in Emergent Digital Practices (4 Credits)

This course studies the fundamental concepts of systems, both analog and digital, analyzing how structure and operation combine to produce complex results and effect change in the world. Students will learn how the components of digital systems from simple electronics to complex software and distributed networks function systematically to solve problems and share information. Through study of the development of the computer, the internet and digital interfaces students will gain a critical understanding of how these systems have been historically shaped. Reading, writing, and making will synthesize practice and critical ideas. No prerequisites. Lab fee.

## EDPX 2400 Time in Emergent Digital Practices (4 Credits)

This course introduces the fundamental concepts of time-based media, with an emphasis on audio and video production. Basic recording, capturing, editing and manipulation of time are covered. Students gain understanding on how to utilize, analyze, and manipulate time in digital media. Students learn the basic language and critical analysis techniques needed to understand when and how to take advantage of each time-based media for their practice. Lab fee. No prerequisites.

## EDPX 2710 Critical Game Cultures (4 Credits)

This course is a critical investigation of contemporary ludic cultures. Ludic cultures are environments and practices of play. This course is taught with a teaching model where games are treated as texts, and outcomes are in the form of discussion and synthetic media responses. We co-construct and play a hyper-local canon of games, both in and outside of class. We read from the growing body of literature in game studies. We reflect and respond to these texts through shareable media. This course counts towards the Cultures requirement for Emergent Digital Practices majors and minors. Lab fee. This course counts toward the Analytical Inquiry: Society and Culture requirement.

## EDPX 2730 Understanding Digital Art (4 Credits)

An exploration of digital art focused on artwork created since 2000. Topics include video art, MMO performances, interactive installations, VR, animation, and much more. Students will actively search for, share, and analyze artworks as a key component of the class. This course counts toward the Analytical Inquiry: Society and Culture requirement.

## EDPX 2740 Animated Satire (4 Credits)

This course will study the use of animated satire and irreverence as a tool to critique issues of our time, including socio-politics, culture, and environmental changes. The history and contemporary practices of this genre will be examined through text and media. Students will explore this field through media, theory, creating media and writings. Throughout history, artists, writers, performers, and activists have used satire as a powerful instrument to question those who abuse authority. Understanding the world through critical humor can position us to react to politics and culture with relevance, and even spark movements. The writing and creative making process open the opportunity for paths of self-discovery and vulnerability, which can contribute to empathy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

## EDPX 2770 Exploring Digital Cultures (4 Credits)

This course introduces fundamental concepts of digital technologies and networks from a cultural perspective. Students will critically examine the broader impact of the internet, search engines, social media platforms, algorithms, surveillance capitalism, technological bias, and online cultural exchange. How can we envision preferable futures for online cultures? What methods can be used to evaluate possible futures? Students will explore the different cultural aspects of critical speculation through theory, literature, speculative/science fiction, art, and making. This course counts toward the Analytical Inquiry: Society and Culture requirement.

## EDPX 2780 Computing Culture (4 Credits)

This course focuses on the history and theory of computing technologies, and their impact on the arts and society. Computing, in this context, ranges from ancient mechanical computers, telecommunication, and colonial infrastructure and contemporary highspeed networks, social networks, and Artificial Intelligence. How do these technologies impact modern societies? What artworks (visual art, literature, music and more) utilize computing in creative and critical ways? How can art and computing create social change? What are the negative legacies of colonialism embedded in both art and computation? What are meaningful decolonial practices stemming from the Global South and North that enable the collective stewardship of new technologies? Students will analyze technologies, art, and human creations through qualitative analysis and creative interpretations. This course fulfills the Cultures requirement for Emergent Digital Practices majors and minors. This course also counts toward the Analytical Inquiry: Society and Culture Common Curriculum requirement.

## EDPX 3100 Programming for Play (4 Credits)

This course offers an introduction to the creation of games and playful interactive objects. Students explore the space of socially conscious and humane games as well as investigate the creation of compelling interfaces and interactive opportunities. Specific topics will vary each time the course is taught, and the course is repeatable up to two times. Lab fee. Cross listed with EDPX 4100. Prerequisite: EDPX 2100 or permissions of the instructor.

**EDPX 3110 Rapid Game Design and Prototyping (4 Credits)**

This course is a rigorous investigation into games, rules, systems, interaction, and the iterative design methodology through the rapid creation of paper-based and physical game prototypes. The ambition is for each student to create one new game per week in response to varying material and conceptual constraints. Participants both create and constructively critique games created by classmates. Participants are expected to become reflective in their play. Class time is devoted to play-testing and discussion. Lab fee. Cross listed with EDPX 4110. Prerequisite: EDPX 2300 or permission of the instructor.

**EDPX 3112 Rapid Physical Game Design & Prototyping (4 Credits)**

This course is a rigorous investigation into games, rules, systems, interaction, collaboration, and the iterative design methodology through the rapid creation of large, human scale, "Big Games." The ambition is for students, working in changing collaborative groupings, to rapidly create games in response to varying material and conceptual constraints. Participants will both create and constructively critique games created by classmates. Participants are expected to become reflective in their play. Class time will be devoted to play-testing and discussion. Prerequisite: EDPX 2300. Lab fee.

**EDPX 3120 Making Critical Games (4 Credits)**

Students are challenged to create games (board, physical, video-, and hybrid games) that respond to social conditions in a critical manner while still maintain an essential ludic quality. Public good and civic engagement projects are welcomed. The course may be repeated with instructor permission when projects vary. Specific topics will vary each time the course is offered, and the course is repeatable up to 3 times. Lab fee. Prerequisites: EDPX 3100 or COMP 1671, and EDPX 3110, or permission of the instructor. Cross listed with EDPX 4120.

**EDPX 3200 Data Visualization (4 Credits)**

This course explores the creation of informational graphics for the visual unpacking of relationships within and among data sets. Students learn to visualize large data sets as a means of revealing and exploring patterns of information. Creating interactive visualizations are also covered, allowing for deep and participatory engagement with information. The resulting mediums include print and web. Lab fee. Cross listed with EDPX 4200. Prerequisites: EDPX 2100, or permission of the instructor.

**EDPX 3210 Typographic Landscapes (4 Credits)**

This class is a rigorous investigation of the expressive potential of typography as a crucial element of visual expression and electronic media. This class presumes no background in typography. Students are guided through project-based explorations that range from hand-rendered inter-letter spatial relationships to the typesetting of modest sets of pages for paper and e-books. Lab fee. Prerequisite: EDPX 2000 or permission of the instructor.

**EDPX 3270 Making Networked Art (4 Credits)**

In this course networked art is understood in the broadest sense from art that natively exists on digital networks to art that critiques and engages with the concept of the network in contemporary society. This course aims to develop a critical understanding of and response to the social, cultural, aesthetic and technical contexts of network culture, building on a deep understanding of contemporary and historical networked art practices. Students will engage with network architectures and platforms developing experimental approaches to user interface and interaction, deploying a range of digital materials from data to rich multimedia content to create work that produces new understandings of the role of the network in a post digital age. Prerequisite: EDPX 2100. Lab fee. Crosslisted with EDPX 4270.

**EDPX 3310 Tangible Interactivity (4 Credits)**

Explores methods and devices for human-computer interaction beyond the mouse and keyboard. Students learn to create and hack electronic input and output devices and explore multi-touch augmented reality, and other forms of sensor-based technologies. Lab fee. Prerequisite: EDPX 2300 or permission of the instructor.

**EDPX 3320 Interactive Art (4 Credits)**

This course expands the concepts, aesthetics, and techniques critical to the exploration and authoring of interactive art. It explores human computer interactions; user/audience interface design/development; interactive logic, author-audience dialogue; meta data/multimedia asset acquisition and authoring environments. While utilizing student skills in numerous media forms, the class focuses on sensing, interactive scripting techniques, and emerging forms of digital narrative. Emphasis is on the development of interactive media deployment and distributions ranging from screen media to physical environments. Lab fee. Cross listed with EDPX 4320. Prerequisite: EDPX 3310 or EDPX 3450, or permissions of the instructor.

**EDPX 3330 Advanced Coding (4 Credits)**

This course is focused on text-based creative coding for multiple purposes. Specific applications change each quarter and can include mobile apps, computer vision, machine learning, generative art, programming reactive spaces, web animation, and other emerging ideas, all driven by creative coding. Prerequisite: EDPX 2100 or COMP 1671.

**EDPX 3340 Designing Social Good (4 Credits)**

This course focuses on interdisciplinary approaches to artistic, scholarly and cultural methods for creating change in contemporary societal mindsets for a more sustainable and equitable future. Our objectives are to understand how current practices are reinforced and then to make experiences that encourage new ideas in the personal and global sphere. Lab fee. Cross-listed with EDPX 4340. Prerequisite: EDPX 2100 or permission of the instructor.

**EDPX 3350 Sustainable Design (4 Credits)**

This course surveys and functionally implements the foundations of sustainable design strategies as a praxis intersecting the domains of digital media design, dissemination, community organization and networking. The course builds upon the basic paradigms that have coalesced in the organizational and critical platforms of the sustainable design movement including ecology/environment, economy/employment, equity/equality and education/pedagogy/dissemination. The class reviews a wide spectrum of sustainable design strategies including: mapping of consumptive origin-thru-fate, green materials usage, creative commons, open source software/hardware movements, collaborative design, predictive complexity modeling, biomimicry, evolutionary design methods, and greening infrastructure among others. Lab fee. Prerequisites: EDPX 2300 and EDPX 2400 or permission of instructor.

**EDPX 3370 Biomedica in Emergent Digital Practices (4 Credits)**

This EDP art-science course in Biomedica will survey and investigate the interplay between new media, biological systems/ technologies and bioethics as they relate to creative inquiry at the juncture of life sciences, digital media and contemporary technoculture. The course will build upon the basic paradigms and platforms of biosemiotics and biomimetics to expand into a coverage of our framing of corporeality, biological/environmental sensibilities and our perceptions and interconnections with biomaterials and lifeforms that we exist thru and within. Course topics will adapt to significant developments in biological sciences, emergent media and bioethics. The course can be repeated for credit with offering of new course topics. Cross Listed with EDPX 4370. Prerequisite: EDPX 2300. Course is open to Biology, Environmental Science majors and Sustainability minors with instructor approval.

**EDPX 3400 Video Art (4 Credits)**

This course continues the investigation of theories and practice of electronic media and expands into an exploration of video art, providing the basic principles of video technology and independent video production through a cooperative, hands-on approach utilizing various video formats. The course may be repeated for credit with permission of the instructor and when projects vary. Lab fee. Prerequisite: EDPX 2400 or permission of the instructor. Cross listed with EDPX 4400.

**EDPX 3410 Advanced Video Art (4 Credits)**

This course continues the investigation of theories and practices of electronic media and expands into an individual exploration of video art focusing on off-screen time-based media through conceptual and technological experimentation. Projects explore creating digital video for projection into space, onto buildings, and in the form of installations, to name a few formats. Projects are used as a platform for creative expression focusing on the critical skills necessary for the conception and completion of ideas. Lab fee. Prerequisite: EDPX 2400 or permission of the instructor.

**EDPX 3440 Site-Specific Installation (4 Credits)**

This class produces projects investigating physical space, virtual space and site-specific public installation. Lab fee. Cross listed with EDPX 4440. Prerequisite: EDPX 2400 or permission of the instructor.

**EDPX 3450 Visual Programming (4 Credits)**

This course introduces intuitive visual programming that allows rapid building of personalized tools for data, video, image, and sound manipulation. These tools can be used in real-time editing or performance, complex effects processing, or to bridge between multiple pieces of software. Lab fee. Cross listed with EDPX 4450. Prerequisite: EDPX 2100.

**EDPX 3460 Visual Programming II (4 Credits)**

This class uses advanced visual programming concepts (as provided by Max/MSP and Jitter) to explore visualization and sonification techniques in an artistic context. Areas of exploration include OpenGL modeling and animation, virtual physics emulation, audio synthesis techniques, and external data manipulation. Students use these concepts to create art installation and performance projects. Lab fee. Cross listed with EDPX 4460. Prerequisite: EDPX 3450 or permission of the instructor.

**EDPX 3490 Expanded Cinema (4 Credits)**

This course introduces several forms of expanded cinema, such as video remixes and mashups; live cinema and audiovisual performance; VJing; sonic visualization; visual music; and ambient video. The class extends the student's multitrack video and audio mixing skills to an emphasis on both performative and generative approaches to audiovisual media. It introduces software and hardware sets including VJ tools and visual programming for generating as well as manipulating video files and real-time source streams. Lab fee. Cross listed with EDPX 4490. Prerequisite: EDPX 2400 or permission of the instructor.

**EDPX 3500 Sonic Arts (4 Credits)**

This class introduces the tools and techniques of the sonic arts, including field recording; sampling and synthesis; sound editing and effects processing; and mixing. Students survey a variety of sonic arts, historical and contemporary, to understand techniques and strategies for developing and distributing sonic artifacts. Lab fee. Cross listed with EDPX 4500. Prerequisite: EDPX 2400 or permission of the instructor.

**EDPX 3600 3D Modeling (4 Credits)**

This course serves as an introduction to 3D modeling, texturing, and lighting on the computer. Students complete a series of projects in which the processes of preparing and producing a 3D piece are explored. Various strategies and techniques for creating detailed models to be used in animation and games are examined. Additional attention is spent on virtual camera techniques as well as the use of compositing in creating final pieces. Current trends in the field are addressed through the analysis and discussion of current and historical examples. Lab fee. Cross listed with EDPX 4600, MFJS 3600. Prerequisite: EDPX 2000 or permission of the instructor.

**EDPX 3610 3D Animation (4 Credits)**

This course examines animation within virtual 3D environments. Starting with basic concepts, the course develops timing and spacing principles in animation to support good mechanics. They also serve as the basis for the more advanced principles in character animation as the class progresses. Lab fee. Cross listed with EDPX 4610. Prerequisite: EDPX 3600 or permission of the instructor.

**EDPX 3620 3D Spaces (4 Credits)**

An exploration of 3D digital space and the possibilities found in games, narratives and visualizations in these spaces. A real-time engine is used by students to examine the opportunities of virtual 3D worlds. Lab fee. Prerequisite: EDPX 3600 or permission of the instructor.

**EDPX 3700 Topics in Emergent Digital Culture (4 Credits)**

This course provides an in-depth exploration of the emergent digital practice of a particular culture and a unique area of advanced study (for example, art and science studies; activism; youth culture; critical game studies; the philosophy of technology; or social networking). Students learn the social/historical context of the particular culture and observe and document the interplay between cultural practices and particular technologies. This course may be repeated. Prerequisite: varies with topic.

**EDPX 3701 Topics in Emergent Digital Making (1-4 Credits)**

Topics in Emergent Digital Making.

**EDPX 3730 21st Century Digital Art (4 Credits)**

An exploration of Digital Art and surrounding culture from the last 15 years. Topics will include machinima, demoscenes, MMO performances, interactive installations, VR, animation, video shorts, and much more. Students will actively search for, share and critically review much of the creative work for the class.

**EDPX 3740 Performance Cultures (4 Credits)**

This course explores the history and current state of technology and performance. Topics covered include expanded cinema, live cinema, VJing, performance art, and the intersections of audiovisual media and technologies with dance, theater, and more. This course incorporates reading and discussion of critical texts and documentation of theory, process and practices, and the class includes screening and discussion of examples of both historical and emerging forms of media-enriched performance. For output, students produce written media on a variety of performance-related issues, artifacts, and practitioners, culminating in a written document or interactive publication. Lab fee. Prerequisites: EDPX 2200 and EDPX 2400, or permission of the instructor.

**EDPX 3750 Sound Cultures (4 Credits)**

This course explores the sonic turn of emergence in contemporary digital culture. New sound technologies and practices, along with the development of interdisciplinary sound studies, have made avant-garde composition, sound art, film soundtracks, electronic music, turntablism, jazz, and alternative as well as popular musical forms equally essential zones in which we attune to changing technocultural conditions. To situate the course's emphasis on contemporary sonic experience and auditory ways of being in the world, an historical portion of the class establishes the ways in which new sound cultures have appeared since WWII to transform how musicians, artists, scholars, and listeners experience and understand sound. The class facilitates experiences ranging from the pole of auditory realism to that of sonic speculation and futurism. Students will develop a sonic literacy that includes: listening as a creative act; understanding how to work with diverse sonic materials; and appreciating the critical voice as a creative and cultural imperative. Prerequisites: EDPX 2400.

**EDPX 3770 Cybercultures: The Social Science of Virtual Spaces (4 Credits)**

This course encompasses a variety of lenses through which to view, evaluate and critique ideas of 'community' and communities in cyberspace (cyberculture). The course covers such issues as identity and race in cyberspace (including 'identity and racial tourism'); communication technologies and social control; digital censorship; and utopian and dystopian representations of digital technology. The course also engages with social theories involving issues of technological determinism and the popular representation of technology. It explores the views of a diverse set of critics to ask whether digital things are 'good' for you and your communities. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with EDPX 4770.

**EDPX 3772 Cybercultures: Art, Technology, and the Extended Body (4 Credits)**

This course explores the extensions of the body made possible by technology, with a particular focus on how artists have used both analog and digital technologies to extend the body and to influence their creative practices. Beginning with the camera obscura and ending with examples of contemporary computer-mediated artworks, the course will present for critical analysis a wide range of the various technologies used by artists to shape and alter their creative practice. We will explore the nature of the technological interface with attention to its varied effects on human perception and on creative practice itself. A combination of critical texts, examples of artist works, written assignments and creative projects will foster an in-depth assessment of how technological tools and processes influence, enhance and alter the creative processes and practices used by artists. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**EDPX 3780 Science Fiction: Digital Culture (4 Credits)**

This course explores the intersections of emergent digital practices and cultures with extrapolative thought experiments, technical speculations, and social criticisms of science fiction. Students read, discuss, write, and otherwise respond to primary texts by the likes of William Gibson, Bruce Sterling, Cory Doctorow, Philip K. Dick, and Hiroshi Yamamoto. Science fiction studies may also include sub-genres (steampunk, hard science fiction, ecological) and regional categories (Japanese sci-fi), as well as consider science fiction in other media formats (sound recordings, film, games). For output, students produce written materials in a variety of formats, culminating in a formal essay or interactive publication. Cross listed with EDPX 4780.

**EDPX 3800 Topics in Digital Making (4 Credits)**

This course provides an in-depth exploration of the emergent digital practices of a technology or method for making (for example, wearables; interactive projections; augmented reality; immersive multi-channel soundscapes). Students learn the social/historical context of the particular method and consider the role and function their creations serve when it becomes public. This course may be repeated. Lab fee. Prerequisite: varies with topic.

**EDPX 3960 BFA Capstone (4 Credits)**

This course is required for all BFA students prior to taking the undergraduate capstone course. Students work independently with a faculty member to research and develop their capstone project in detail addressing ideas, making, venues, distribution, and other aspects of professional practice. Lab fee. Senior standing required. Must be a BFA student.

**EDPX 3980 Internship (1-8 Credits)**

Instructor approval required.

**EDPX 3990 Capstone (4 Credits)**

This course provides time and guidance for individual students to develop complex works that are a culmination of their studies. All projects must synthesize the principles of experience, emergence, and engagement taught throughout the program. All projects require both writing and making, the balance of these two to be determined by the nature of the work. Lab fee. Senior standing required.

**EDPX 3991 Independent Study (1-8 Credits)**

Independent Study form required.

## Engineering (ENGR)

**ENGR 1010 Electronics for the Arts 1 - Analog (4 Credits)**

Introduction to analog electronics, culminating in construction of an analog sound synthesizer. Students are required to complete simple projects with circuits while learning the basics of analog synthesizers. Introduction to circuit simulation software (e.g. Falstad or Multisim), learn how to use oscilloscopes and multimeters, design and solder PCB boards are among other topics covered in this course.

**ENGR 1011 Electronics for the Arts 2 - Digital (4 Credits)**

Introduction to digital electronics and coding for Arduino style microprocessors, culminating in design and construction of a hybrid analog/digital sound synthesizer or other device. Students are required to complete simple projects with Arduino while learning the basics of digital synthesizers. Introduction to programming, reinforce the use of oscilloscopes and multimeters, design and solder PCB boards are among other topics covered in this course.

**ENGR 1012 Electronics for the Arts 3 - Digital (4 Credits)**

Individual or team-based development of more complex devices or systems, potential for product development. Students are required to complete complex projects that involve combining analog and digital synthesizers with the external world (sensors and/or actuators). Introduction to python programming and incorporation of artificial intelligence (AI) into synthesizers are among other topics covered in this course.

**ENGR 1511 Engineering Connections (1 Credit)**

This course is designed to help engineering students bridge the gap from high school to a college environment in a very challenging major. Topics and activities may include academic success strategies; interviewing engineering alumni; the ethics of the profession; visits to industry sites; seminars by industry and academic experts; establishing the relationships between math, science, and engineering courses with design projects; critical and creative thinking activities; tours of the research labs of the engineering professors; disseminating information on the dual degree programs, the MBA programs, the honor code, and engineering program structures; and readings from and discussions about articles from professional publications. Membership in an engineering professional society is encouraged.

**ENGR 1572 Applied MATLAB Programming (3 Credits)**

The MATLAB programming environment is used to introduce engineering applications programming. It includes high performance numerical computation and visualization. Programming topics include an overview of an interactive programming environment, generation of m-files, variables and data types, arithmetic operators, mathematical functions, symbolic mathematics, graphic generation, use of programs in application specific toolboxes, embedding and calling C programs in m-files, file input/output, and commenting. Programming is oriented toward engineering problem solving. Prerequisites: COMP 1571 or COMP 1671 or COMP 1351, and MATH 1952.

**ENGR 1611 Introduction to Engineering Design (4 Credits)**

Introduction to concepts and practice in computer, electrical and mechanical engineering including engineering ethics. Engineering problem-solving as it applies to engineering analysis, synthesis and design. Students practice structured teamwork and program management skills in the context of projects. Emphasis on computer tools with immediate application to engineering practice.

**ENGR 1622 Introduction to Mechatronic Systems I with MultiSim and MathCAD (4 Credits)**

Introduction to elementary concepts and practices in mechatronic systems engineering, in particular electrical engineering concepts including current and voltage and basic electrical circuit analysis, interfacing electrical circuits with mechanical systems, and assembly and testing of mechatronics subsystems. Students are required to complete simple projects including mechanical and electrical components during which they practice teamwork while gaining skills in electrical and mechatronic systems troubleshooting. Introduction to Multiscan circuit analysis software and Mathcad are among other topics covered in this course.

**ENGR 1632 Introduction to Mechatronic Systems II (4 Credits)**

Study of fundamentals of computer-based systems and electromechanical systems controlled by microprocessors or microcontrollers. Introduction to digital logic and electronics. Introduction to LabView and use of LabView to build and evaluate circuits and simple electromechanical systems. Use of logic circuits to build analog to digital converters. Program microcontrollers. Study of autonomous vehicles as mechatronic systems and the ability to control them (small cars, robots, helicopters, quadrotors, etc.). Course requirements include a report with detailed analysis of the vehicle control system, flow charts, and program documentation.



**ENGR 1700 Machine Shop Practice (1 Credit)**

Introduction to concepts and practice in basic machine tool work (i.e. mill, lathe, welding etc.). The course provides the necessary information for majors and non-majors to gain access to the DU Engineering Machine Shop. Class size is limited to 5 students per quarter. Enrollment priority will be given to engineering majors.

**ENGR 1911 Introduction to CAD (2 Credits)**

This course is intended for transfer students who have had an introduction to engineering, but who need to learn certain techniques and software typically dealt with in ENGR 1611 including engineering ethics. Instructor Permission Required.

**ENGR 1921 Introduction in Engineering II (1 Credit)**

This course is intended mainly for transfer students who have had an introduction to engineering with topics similar to those in ENGR 1622, Introduction to Mechatronic Systems I, but who need to learn certain techniques and software (Mathcad and Multisim) typically dealt with in ENGR 1622. Prerequisite: Permission of the instructor.

**ENGR 1931 Introduction to Engineering III (1 Credit)**

This course is intended mainly for transfer students who have had an introduction to engineering with topics similar to those in ENGR 1632, Introduction to Mechatronic Systems II, but who need to learn certain techniques and software (LabView) typically dealt with in ENGR 1632. Prerequisite: Permission of the instructor.

**ENGR 2610 Engineering Integration I (3 Credits)**

Interdisciplinary course combining topics from computer, electrical and mechanical engineering including engineering ethics, with emphasis on laboratory experience and the design, analysis and testing of interdisciplinary systems. Manufacture of mechanical systems and/or circuit boards. Team project work on interdisciplinary "design-and-build" projects. Prerequisites: Junior standing in the appropriate engineering discipline and ENME 3511 for MME majors or ENCE 3210 and ENEE 2211 for ECE majors (the latter three can be taken concurrently).

**ENGR 2620 Engineering Integration II (3 Credits)**

Interdisciplinary course combining topics from computer, electrical and mechanical engineering including engineering ethics, with emphasis on laboratory experience and the design, analysis and testing of interdisciplinary systems. Manufacture of mechanical systems and/or circuit boards. Team project work on interdisciplinary "design-and-build" projects. Prerequisite: ENGR 2610.

**ENGR 2905 Engineering Cooperative Education (0-12 Credits)**

For students on full-time cooperative educational employment. This course may be taken up to four times. Any and all credits will not count toward your degree and you will receive a grade of NC (no credit) for all enrollments. You will choose between a residential and non-residential section.

**ENGR 2910 Engineering Economics and Ethics (3 Credits)**

This course focuses on the practical applications of economics to engineering focusing on the requirements for both the FE and PE exams. It explains concepts in accounting and finance and applies them to both engineering and personal situations. Topics that are discussed include: economic decision making, interest, inflation, depreciation, income taxes, and rate of return. In addition, the engineer's role in society, including global, economic, environmental, societal, and ethical issues will be discussed.

**ENGR 2950 Engineering Assessment I (0 Credits)**

Examination covering basic mathematics, science and sophomore-level engineering topics. Co-Requisite: MATH 2080; Prerequisite: ENME 2541 AND ENCE 2101 AND ENEE 2012 AND ENGR 1572.

**ENGR 2951 Engineering Assessment II (0 Credits)**

Students perform a lifelong learning experience and assessment-related tasks, e.g. a survey and exit interview. The course also includes career and professional development, as well as information on the Fundamentals of Engineering (FE) exam. Engineering students are encouraged, but not required to complete the FE exam. This course should be taken in the last year of attendance. Prerequisites: ENGR 3323.

**ENGR 3100 Instrumentation and Data Acquisition (4 Credits)**

This course examines different instrumentation techniques and describes how different measurement instruments work. Measurement devices include length, speed, acceleration, force, torque, pressure, sound, flow, temperature, and advanced systems. This course also examines the acquisition, processing, transmission and manipulation of data. Cross listed with ENGR 4100. Prerequisites: PHYS 1213 or PHYS 1214.

**ENGR 3200 Introduction to Nanotechnology (4 Credits)**

In this highly interdisciplinary series of lectures spanning across engineering, physics, chemistry and Biology, an introduction to the subject of nanotechnology is provided. The most important recent accomplishments so far in the application of nanotechnology in several disciplines are discussed. Then a brief overview of the most important instrumentation systems used by nanotechnologists is provided. The nature of nanoparticles, nanoparticle composites, carbon nanostructures, including carbon nanotubes and their composites is subsequently discussed. The course also deals with nanopolymers, nanobiological systems, and nanoelectronic materials and devices. The issues of modeling of nanomaterials and nanostructures are also covered in this class. Multiscale modeling based on finite element simulations, Monte Carlo methods, molecular dynamics and quantum mechanics calculations is briefly addressed. Most importantly, students should obtain appreciation of developments in nanotechnology outside their present area of expertise. Cross listed with ENGR 4200. Prerequisite: ENME 2410.

**ENGR 3220 Introduction to Micro-Electro-Mechanical-Systems and Microsystems (4 Credits)**

This course introduces students to the multi-disciplinary field of Micro-Electro-Mechanical-Systems (MEMS) technology. MEMS and Microsystem technology is the integration of micro-scale electro-mechanical elements, sensors, actuators, and electronics on a common substrate or platform through semiconductor microfabrication technologies. The course gives a brief overview of the involved physical phenomena, electromechanical transduction mechanisms, design principles, as well as fabrication and manufacturing technologies. Cross listed with ENGR 4220.



**ENGR 3313 Engineering Design Project I (2 Credits)**

Planning, development and execution of an engineering design project. The project may be interdisciplinary, involving aspects of computer, electrical and mechanical engineering. Projects have economic, ethical, social and other constraints, as appropriate. Design activities include 1) preparation and presentation of proposals in response to requests-for-proposals from "customers," including problem description, quantitative and qualitative criteria for success, alternate designs and project plans; 2) generation and analysis of alternate designs, and choice of best design; 3) formulation of test procedures to demonstrate that the design chosen meets the criteria for success, and testing of the completed project where feasible; 4) reporting on the design and testing. Prerequisite: ENGR 2620 and ((ENME 3511 and ENME 2671) or (ENCE 3231)) and senior standing in engineering.

**ENGR 3323 Engineering Design Project II (3 Credits)**

Planning, development and execution of an engineering design project. The project may be interdisciplinary, involving aspects of computer, electrical and mechanical engineering. Projects have economic, ethical, social and other constraints, as appropriate. Design activities include 1) preparation and presentation of proposals in response to requests-for-proposals from "customers," including problem description, quantitative and qualitative criteria for success, alternate designs and project plans; 2) generation and analysis of alternate designs, and choice of best design; 3) formulation of test procedures to demonstrate that the design chosen meets the criteria for success, and testing of the completed project where feasible; 4) reporting on the design and testing. Prerequisite ENGR 3313.

**ENGR 3333 Engineering Design Project III (3 Credits)**

Planning, development and execution of an engineering design project. The project may be interdisciplinary, involving aspects of computer, electrical and mechanical engineering. Projects have economic, ethical, social and other constraints, as appropriate. Design activities include: 1) preparation and presentation of proposals in response to requests-for-proposals from "customers," including problem description, quantitative and qualitative criteria for success, alternate designs and project plans; 2) generation and analysis of alternate designs, and choice of best design; 3) formulation of test procedures to demonstrate that the design chosen meets the criteria for success, and testing of the completed project where feasible; 4) reporting on the design and testing. Prerequisite ENGR 3323.

**ENGR 3340 Product Development and Market Feasibility (4 Credits)**

In this course, students gain knowledge of designing products for market success by developing a product and optimizing its design for specific mass manufacturing technologies. Students gain experience through the design development process including market feasibility research, human-centered design, brainstorming and ideating new concepts, refinement through design iteration, and constructing alpha and beta prototypes that are designed with mass manufacturing considerations. Projects are based upon real world new product development principles. Students learn and practice the fundamentals of design thinking, design process, and entrepreneurship.

**ENGR 3450 Biosensing Technology (4 Credits)**

Biosensors are defined as analytical devices incorporating a biological material, a biologically derived material or a biomimic associated with or integrated within a physicochemical transducer or transducing microsystem, which may be optical, electrochemical, thermometric, piezoelectric, magnetic or micromechanical. This course provides instruction in the basic science and engineering concepts required to understand the design and application of biosensors. This module serves as an introduction to some of the biosensors and measurement techniques.

**ENGR 3455 Fluorescence and Its Applications in Biomedical Sensors (4 Credits)**

The course introduces the principles of fluorescence and its applications in the real world. It covers various topics including fluorophores (dye, fluorescent proteins, quantum dots, etc.), nanomaterials and nanostructures, design of biomedical sensors, point-of-care systems, and wearable devices. Cross listed with ENGR 4455.

**ENGR 3510 Renewable and Efficient Power and Energy Systems (4 Credits)**

This course introduces the current and future sustainable electrical power systems. Fundamentals of renewable energy sources and storage systems are discussed. Interfaces of the new sources to the utility grid are covered. Prerequisite: ENEE 2012.

**ENGR 3520 Introduction to Power Electronics (4 Credits)**

This covers fundamentals of power electronics. We discuss various switching converters topologies. Basic knowledge of Efficiency and small-signal modeling for the DC-DC switching converters is covered. Furthermore, magnetic and filter design are introduced. Prerequisites: ENEE 2211 and ENGR 3722.

**ENGR 3525 Power Electronics and Renewable Energy Laboratory (1 Credit)**

In this course the fundamentals of switching converters and power electronics in a real laboratory set-up are covered. The course incorporates hardware design, analysis, and simulation of various switching converters as a power processing element for different energy sources. The energy sources are power utility, batteries, and solar panels. Prerequisite: ENGR 3520.

**ENGR 3530 Introduction to Power and Energy Conversion Systems (3 Credits)**

Basic concepts of AC systems, single-phase and three-phase networks, electric power generation, transformers, transmission lines, and electric machinery. Cross listed with ENGR 4530. Prerequisite: ENEE 2022.

**ENGR 3535 Electric Power Engineering Laboratory (1 Credit)**

In this laboratory, the magnetic circuits, single phase transformers, power quality and harmonics synchronous machines, Induction machines and DC machines are studied and tested in a real physical setup. Prerequisite: ENGR 3530.

**ENGR 3540 Electric Power Systems (4 Credits)**

This course covers methods of calculation of a comprehensive idea on the various aspects of power system problems and algorithms for solving these problems. Prerequisite: ENGR 3530.

**ENGR 3545 Electric Power Economy (3 Credits)**

This course covers economy aspects of electric power industry and the implications for power and energy engineering in the market environment. Cross listed with ENGR 4545. Prerequisite: ENGR 3530.

**ENGR 3590 Power System Protection (3 Credits)**

This course covers methods of calculation of fault currents under different types of faults; circuit breakers, current transformers, potential transformers; basic principles of various types of relays; applications of relays in the protection of generator, transformer, line, and bus, etc. Prerequisite: ENEE 2022, ENGR 3530 or equivalent. 3.0 hours. Cross listed with ENGR 4590.

**ENGR 3611 Engineering Mathematics (3 Credits)**

Applied mathematics for engineers. Generalized Fourier analysis, complex variables, vector calculus, introduction to partial differential equations, and linear algebra. Prerequisites: MATH 2070, MATH 2080.

**ENGR 3621 Advanced Engineering Mathematics (4 Credits)**

Applied mathematics for engineers. Topics include vector spaces, normed vector spaces, inner product spaces, linear transformations, finite-dimensional linear transformations, linear operators, finite-dimensional linear operators, linear differential systems, linear difference systems, orthogonal transformations, amplitude estimation, fundamentals of real and functional analysis, and introduction to partial differential equations, and applications to engineering systems.

**ENGR 3630 Finite Element Methods (4 Credits)**

Introduction to the use of finite element methods in one or two dimensions with applications to solid and fluid mechanics, heat transfer and electromagnetic fields; projects in one or more of the above areas. Prerequisites: ENME 2541 AND ENGR 1572.

**ENGR 3650 Probability and Statistics for Engineers (4 Credits)**

This course covers quantitative analysis of uncertainty and decision analysis in engineering. It covers the fundamentals of sample space, probability, random variables (discrete and continuous), joint and marginal distributions, random sampling and point estimation of parameters. It also covers statistical intervals, hypotheses testing and simple linear regression. The course includes applications appropriate to the discipline. Prerequisite: MATH 1953.

**ENGR 3721 Controls (3,4 Credits)**

Modeling, analysis and design of linear feedback control systems using Laplace transform methods. Techniques and methods used in linear mathematical models of mechanical, electrical, thermal and fluid systems are covered. Feedback control system models, design methods and performance criteria in both time and frequency domains. A linear feedback control system design project is required. Prerequisites: ENEE 2022, ENGR 3611 or permission of instructor.

**ENGR 3722 Control Systems Laboratory (1 Credit)**

This laboratory course serves as supplement to ENGR 3721. It aims at providing "hands on" experience to students. It includes experiments on inverted pendulum, gyroscopes, motor control, feedback controller design, time-domain and frequency domain. Corequisite: ENGR 3721.

**ENGR 3723 Digital Control (4 Credits)**

The course focuses on modeling, analysis, and design of digital control systems. Topics include: z-Transform and difference equations; sampling and aliasing; Zero-Order Hold (ZOH); A/D and D/A conversions; pulse transfer function representation; time and frequency domain representations; input/output analysis; analysis of sample data systems; stability; design of discrete-time controllers; introduction to state-space representation. Cross listed with ENGR 4723. Prerequisites: ENGR 3721 and ENGR 3722.

**ENGR 3730 Robotics (3 Credits)**

Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Cross listed with ENGR 4730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or permission of instructor.

**ENGR 3731 Robotics Lab (1 Credit)**

Laboratory that complements the analysis, design, modeling and application of robotic manipulators. Implementation of the mathematical structures required to support robot operation. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Corequisite: ENGR 3730 or permission of instructor.

**ENGR 3735 Linear Systems (4 Credits)**

This course focuses on linear system theory in time domain. It emphasizes linear and matrix algebra, numerical matrix algebra and computational issues in solving systems of linear algebraic equations, singular value decomposition, eigenvalue-eigenvector and least-squares problems, linear spaces and linear operator theory. It studies modeling and linearization of multi-input/multi-output dynamic physical systems, state-variable and transfer function matrices, analytical and numerical solutions of systems of differential and difference equations, structural properties of linear dynamic physical systems, including controllability, observability and stability. It covers canonical realizations, linear state-variable feedback controller and asymptotic observer design, and the Kalman filter. Cross listed with ENGR 4735. Prerequisites: ENGR 3611, ENGR 3721, and ENGR 3722, or permission of the instructor.

**ENGR 3800 Topics (ENGR) (1-4 Credits)**

Special topics in engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENGR 3900 Engineering Internship (0-4 Credits)**

Students in engineering may receive elective credit for engineering work performed for engineering employers with the approval of the chair or associate chair of the department. At the end of the term, a student report on the work is required, and a recommendation will be required from the employer before a grade is assigned. Junior, senior, or graduate status in engineering is normally required. May not be used to satisfy technical requirements. May be taken more than one for a maximum of 6 quarter hours. Prerequisite: permission of instructor.

**ENGR 3991 Independent Study (1-5 Credits)**

Topics in engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

**ENGR 3995 Independent Research (1-10 Credits)**

## Engineering, Bio (ENBI)

**ENBI 3010 Intro to Biomedical Eng (4 Credits)**

An introduction to biomedical engineering, this course will serve as a survey of the field of study. During the course students will learn to identify a breadth of biomedical engineering problems and also learn about the technical challenges and opportunities that biomedical engineering brings to the life and medical sciences. Topics may include biomechanics, tissue engineering, medical imaging, bioinstrumentation, and medical device design.

**ENBI 3500 Biofluids (4 Credits)**

The application of fluid dynamics theory and design to problems within the biomedical community. Specific topics covered include the mechanics of inhaled therapeutic aerosols, basic theory of circulation and blood flow, foundations in biotechnology and bioprocessing, and controlled drug delivery. Cross listed with ENBI 4500. Prerequisites: ENME 2661.

**ENBI 3510 Biomechanics (4 Credits)**

An introduction to the mechanical behavior of biological tissues and systems. Specific topics covered include analysis of the human musculoskeletal system as sensors, levers, and actuators; joint articulations and their mechanical equivalents; kinematic and kinetic analysis of human motion; introduction to modeling human body segments and active muscle loading for analysis of dynamic activities; mechanical properties of hard and soft tissues; mechanical and biological consideration for repair and replacement of soft and hard tissue and joints; orthopedic implants. Cross listed with ENBI 4510. Prerequisites: ENME 2410, ENME 2520, and ENME 2541.

**ENBI 3800 Topics in Bioengineering (1-4 Credits)**

Special topics in bioengineering as announced. May be taken more than once. Prerequisite: varies with offering.

## Engineering, Computer (ENCE)

**ENCE 2101 Digital Design (3 Credits)**

Basic logic concepts. Boolean algebra, truth tables and logic diagrams. Karnaugh maps; programmable devices including ROM's, PLA's and PAL's; data selectors and multiplexors; flip-flops, and memory design of sequential logic circuits. State diagrams, counters, latches and registers; realization of sequential and arbitrary counters; monostable multivibrators. Course includes engineering ethics. Laboratory.

**ENCE 3100 Advanced Digital System Design (4 Credits)**

Design of logic machines. Finite state machines, gate array designs, ALU and control unit designs, microprogrammed systems. Hardware design of digital circuits using SSI and MSI chips. Introduction to probability and statistics. Application of probability and stochastic processes for cache and paging performance. Laboratories incorporate specification, top-down design, modeling, implementation and testing of actual digital design systems hardware. Simulation of circuits using VHDL before actual hardware implementation. Laboratory. Cross listed with ENCE 4110. Prerequisite: ENCE 2101.

**ENCE 3210 Microprocessor Systems I (4 Credits)**

Introduction to microprocessors and to the design and operation of computer systems. A study of the microprocessor and its basic support components. Analysis of CPU architectures of modern computers. Assembly language programming. Use of an assembler and other development tools for programming and developing microprocessor-based systems. Laboratory. Cross listed with ENCE 4210. Prerequisite: ENCE 2101.

**ENCE 3231 Embedded Systems Programming (4 Credits)**

Design, construction and testing of microprocessor systems. Hardware limitations of the single-chip system. Includes micro-controllers, programming for small systems, interfacing, communications, validating hardware and software, microprogramming of controller chips, design methods and testing of embedded systems. Prerequisite: ENCE 3210.

**ENCE 3241 Computer Organization and Architecture (3 Credits)**

Organization of digital computers; memory, register transfer and datapath; Arithmetic Logic Unit; computer architecture; control unit; I/O systems. Prerequisite: ENCE 2101.

**ENCE 3250 HDL Modeling & Synthesis (3 Credits)**

Introduction to Hardware Design Language (HDL). Language syntax and synthesis. Applications related to digital system implementation are developed. Project. Prerequisite: ENCE 2101 or instructor's permission.

**ENCE 3260 Python for Engineers (3 Credits)**

This course introduces python programming to students and gives them programming and mathematical tools that will be useful in different areas of engineering. The course is divided into 2 main parts. Part 1 (Introduction to Python Programming), covers the fundamental concepts of python programming, covering topics from variables and data structures, functions, algorithm complexity, representation of numbers and basics of parallel computing. Part 2 (Introduction to Numerical Methods), gives an overview of a variety of numerical methods that are useful for engineers. The course reviews the basics of linear algebra, discusses the importance of eigenvalues and eigenvectors, regressions and concepts of “discrete Fourier transform” and “fast Fourier transform”.

**ENCE 3321 Network Design (4 Credits)**

Introduction to network components. Layering of network architecture. Analysis of Local Area Network (LAN) concepts and architecture based on IEEE standards. Design principles including switching and multiplexing techniques, physical link, signal propagation, synchronization, framing and error control. Application of probability and statistics in error detecting and control. Ethernet, Token-ring, FDDI (Fiber Distributed Data Interface), ATM (Asynchronous Transfer Mode), ISDN (Integrated Service Data Networks). Prerequisite: ENEE 3111, ENCE 2101 or permission of instructor.

**ENCE 3501 VLSI Design (3 Credits)**

Design of Very Large Scale Integration systems. Examination of layout and simulation of digital VLSI circuits using a comprehensive set of CAD tools in a laboratory setting. Studies of layouts of CMOS combinational and sequential circuits using automatic layout generators. Fundamental structures of the layout of registers, adders, decoders, ROM, PLA's, counters, RAM and ALU. Application of statistics and probability to chip performance. CAD tools allow logic verification and timing simulation of the circuits designed. Cross listed with ENCE 4501. Prerequisite: ENCE 3231.

**ENCE 3620 Computer Vision (4 Credits)**

This course is an introduction to the basic concepts in image processing and computer vision. First, an introduction to low-level image analysis methods, including radiometry and geometric image formation, edge detection, feature detection, and image segmentation are presented. Then, geometric-based image transformations (e.g., image warping and morphing) for image synthesis will be presented in the course. Furthermore, methods for reconstructing three-dimensional scenes including camera calibration, Epipolar geometry, and stereo feature matching are introduced. Other important topics include optical flow, shape from shading, and three-dimensional object recognition. In conclusion, students learn and practice image processing and computer vision techniques that can be used in other areas such as robotics, pattern recognition, and sensor networks. Cross listed with ENCE 4620. Prerequisite: ENEE 3111.

**ENCE 3630 Pattern Recognition (4 Credits)**

This class provides an introduction to classical pattern recognition. Pattern recognition is the assignment of a physical object or event to one of several prescribed categories. Applications includes automated object recognition in image and videos, face identification, and optical character recognition. Major topics include Bayesian decision theory, Parametric estimation and supervised learning, Linear discriminant functions, Nonparametric methods, Feature extraction for representation and classification, Support Vector Machines. Cross listed with ENCE 4630.

**ENCE 3631 Machine Learning (4 Credits)**

This class covers topics in machine learning including but not limited to Bayesian decision theory, supervised learning, unsupervised learning and clustering, linear discriminant functions, deep learning, neural networks, linear classification techniques, manifold learning, bag of words, and Support Vector Machines. Cross listed with ENCE-4631.

**ENCE 3830 Topics in Computer Engineering (1-5 Credits)**

Special topics in computer engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENCE 3991 Independent Study (1-5 Credits)**

Topics in computer engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

**ENCE 3995 Independent Research (1-10 Credits)**

## Engineering, Electrical (ENEE)

**ENEE 2012 Circuits I and Laboratory (4 Credits)**

An introduction to electrical circuit analysis, design and evaluation. Emphasis on definitions of basic variables, passive circuit components and the ideal operational amplifier. DC analysis of circuits and circuit theorems are stressed. AC signals are introduced. Computer analysis software integrated throughout the course. Cross-listed with PHYS 2011. Prerequisites: PHYS 1213 or PHYS 1214, MATH 1953.

**ENEE 2022 Circuits II (4 Credits)**

AC analysis of linear circuits to include circuit theorems via classical and transform techniques. Emphasis is placed on the Laplace transform, including use of pole-zero and Bode diagrams to analyze and design circuits, including multiple filters (single pole cascade, Butterworth, Chebyshev), and step response circuits. Phasor applications to sinusoidal steady state analysis and AC power. Computer analysis software is used as an aid to circuit analysis. Laboratory program practicing time and frequency domain analysis and design techniques on step response and filter problems. Applications to instrumentation and circuits. Prerequisites: ENEE 2012, MATH 2070.

**ENEE 2211 Electronics (4 Credits)**

Circuit behavior of semiconductor devices. Bipolar and field-effect transistors and their models; basic physical explanation of the functioning of these devices; large- and small-signal analysis of practical circuits; electronic design using both hand and computer methods of calculation and design; biasing methods for amplifier circuits; power supplies and current-source circuits. Design laboratory. Prerequisites: ENEE 2022.

**ENEE 2223 Advanced Electronics (4 Credits)**

High-frequency transistor models and determination of parameters; Laplace and Fourier analyses of common amplifier circuits; design and analysis of broad-band amplifiers and multistage amplifiers. Basis feedback topologies; Nyquist, root-locus and Bode plot investigations of stability; introduction to amplifier noise; active filter design; sinusoidal oscillators. Prerequisite: ENEE 2211.

**ENEE 2611 Engineering Electromagnetics (4 Credits)**

The study of Maxwell's equations and their experimental and theoretical foundations. Topics include Static electromagnetic fields, time-varying electromagnetic fields, wave propagation, transmission lines, and antennas. Prerequisites: PHYS 1213 or PHYS 1214. Corequisite: ENGR 3611 or ENGR 3621.

**ENEE 3011 Physical Electronics (4 Credits)**

The basic physical concepts of electronics, electrons and holes in semiconductors, transport and optical processes. Concentration on device concepts, including material synthesis and device processing, P-N junction diodes, junctions with other materials, bipolar transistors, field effect transistors (JFET, MESFET, MOSFET) and optoelectronic effect transistors (JFET, MESFET, MOSFET) and optoelectronic devices (lasers, detectors). Prerequisites: CHEM 1010 or CHEM 1610, PHYS 1213 or PHYS 1214 or permission of instructor.

**ENEE 3030 Optoelectronics (4 Credits)**

The active and passive optical elements. Includes principles of light, optical sources (LED, LASER, Fiber Laser), optical fibers, photodetectors (APD, PIN, MSM) and practical optical transmitter and receivers. Laboratory. Cross listed with ENEE 4030. Prerequisite: ENEE 3011 or ENEE 2211 or permission of instructor.

**ENEE 3035 Photonics (4 Credits)**

Theory and techniques for the application of the optical electromagnetic spectrum from infrared to ultraviolet to engineering problems in communications, instrumentation and measurement. May include lasers, optical signal processing, holography, nonlinear optics, optical fiber communications, optical behavior of semiconductors, and similar topics in modern optics, depending on the interests and requirements of the students. Cross-listed with ENEE 4800. Prerequisite: ENEE 2611 or instructor's permission.

**ENEE 3111 Signals & Systems (4 Credits)**

Introduces continuous time and discrete time linear system analysis, Fourier series, Fourier transforms and Laplace transforms. Specific engineering tools for discrete time linear system analysis include discrete time convolution, Z-transform techniques, discrete Fourier transform and fast Fourier transform (DFT/FFT), and the design and analysis of analog and digital filters for real-world signal processing applications. Prerequisites: ENEE 2012, MATH 2070.

**ENEE 3130 Principles of Communication Systems (3 Credits)**

Introduction to the theory and analysis of communication systems. Emphasis on analog systems; application of probability and statistics, modulations and demodulations; noise and signal-to-noise ratio analysis; the measure of information, channel capacity, coding and design factors. Prerequisites: ENEE 3111, ENGR 3611 or permission of instructor.

**ENEE 3141 Digital Communications (3 Credits)**

Introductory course on modern digital communication systems. The basic communication system theory, probability and random processes, baseband digital data transmission, coherent and non-coherent digital modulation techniques and analysis of bit error probability. Bandwidth efficiency and transmission of digital data through band-limited channels. Prerequisites: ENEE 3111, ENGR 3611 or permission of instructor.

**ENEE 3620 Optical Fiber Communications (4 Credits)**

A comprehensive treatment of the theory and behavior of basic constituents, such as optical fibers, light sources, photodetectors, connecting and coupling devices, and optical amplifiers. The basic design principles of digital and analog optical fiber transmission links. The operating principles of wavelength-division multiplexing (WDM) and the components needed for its realization. Descriptions of the architectures and performance characteristics of complex optical networks for connecting users with a wide range of transmission needs (SONET/SDH). Discussions of advanced optical communication techniques, such as soliton transmission, optical code-division multiplexing (optical CDMA) and ultra-fast optical time-division multiplexing (OTDM). Laboratory. Cross listed with ENEE 4620. Prerequisite: ENEE 3030 or permission of instructor.

**ENEE 3641 Introduction to Electromagnetic Compatibility (4 Credits)**

The study of the design of electronic systems so that they operate compatibly with other electronic systems and also comply with various governmental regulations on radiated and conducted emissions. Topics may include Electromagnetic Compatibility (EMC) requirements for electronic systems; non-ideal behavior of components; radiated emissions and susceptibility; conducted emissions and susceptibility; shielding and system design for EMC. Cross listed with ENEE 4640. Prerequisites: ENEE 3111, ENEE 2611 and ENEE 2223.

**ENEE 3670 Introduction to Digital Signal Processing (4 Credits)**

Introduction to the theory and applications of Digital Signal Processing. Special attention is paid to the fast Fourier transform and convolution and to the design and implementation of both FIR and IIR digital filters. Prerequisite: ENEE 3111.

**ENEE 3810 Topics Electrical Engineering (1-5 Credits)**

Various topics in electrical engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENEE 3991 Independent Study (1-5 Credits)**

Topics in electrical engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.



# Engineering, Mechanical (ENME)

## ENME 2410 Materials Science I (3 Credits)

Atomic structure, bonding and crystal structures in solids. Diffusion and crystal defects. Thermodynamics and phase equilibria in one-, two- and three-component systems, binary phase diagrams. Kinetics and phase transformations. Specific microstructure and mechanical properties of metals, glasses, ceramics, polymers and composites. Electrical conduction: energy levels and bands, charge carriers and insulators. Semiconductors of intrinsic and extrinsic types. Prerequisites: PHYS 1212, CHEM 1010, MATH 1952, and ENME 2710.

## ENME 2421 Materials Science II (3 Credits)

Atomic structure, bonding and crystal structures in solids. Diffusion and crystal defects. Thermodynamics and phase equilibria in one-, two- and three-component systems, binary phase diagrams. Kinetics and phase transformations. Specific microstructure and mechanical properties of metals, glasses, ceramics, polymers and composites. Electrical conduction: energy levels and bands, charge carriers and insulators. Semiconductors of intrinsic and extrinsic types. Laboratory projects/demonstrations. Prerequisites: ENME 2410.

## ENME 2510 Statics (4 Credits)

Study of static force systems. Topics include resolution and composition of forces and moments, equilibrium of two-dimensional and three-dimensional force systems, shear and moments in beams, friction, and moments of inertia. Includes a laboratory component where students will engage in hands-on projects that apply loading equilibrium, design of structures, and stress/strain. Prerequisites: MATH 1951 AND PHYS 1211.

## ENME 2520 Dynamics I with Lab (4 Credits)

Particles Kinematics, Reference Frames, Coordinate Systems, Newton's Laws, Energy and Momentum, Multiparticle Systems, Collisions, Variable Mass Systems. These topics are addressed through analytical analysis, numerical simulation using Matlab, and experimental data collection. Cross listed with PHYS 2520. Corequisite: MATH 2080; Prerequisite: ENME 2510 AND MATH 2070.

## ENME 2530 Dynamics II (3 Credits)

Rotating reference frames, rigid body kinematics, rigid body kinetics, Euler's Laws, inertia, energy and momentum, and three-dimensional motion. Cross listed with PHYS 2530. Prerequisites: ENME 2520.

## ENME 2540 System Dynamics (3 Credits)

This course covers modeling, analysis, and control of single and multiple degree-of freedom dynamical systems, including mechanical, electrical, thermal, fluid systems and their combinations (mixed systems). Basic concepts in system theory, such as state variables and stability concepts, will be introduced as well as bond graph notation and approach. Prerequisites: ENME 2530, ENME 2661, ENGR 1572, and ENEE 2012.

## ENME 2541 Mechanics of Materials (3 Credits)

Normal and shear stress and strain; elasticity, mechanical properties of materials, principal stresses; torsion, beams, deflection of beams under loads, methods of superposition, failure theory, columns. Prerequisite: ENME 2510.

## ENME 2651 Fluid Dynamics I (3 Credits)

Course series provides students with the basic skill levels required to solve fluid-mechanics and heat transfer problems. Topics include hydrostatics, dimensional analysis, incompressible and compressible flows, conduction, convection and radiation. Students explore a variety of solution techniques such as control volume, differential analysis, boundary layer analysis, finite differencing and resistance network analogies. Prerequisite: ENME 2510 and MATH 2070.

## ENME 2661 Fluid Dynamics II/Heat Transfer I (3 Credits)

Course series provides students with the basic skills levels required to solve fluid-mechanics and heat transfer problems. Topics include hydrostatics, dimensional analysis, incompressible and compressible flows, conduction, convection and radiation. Students explore a variety of solution techniques such as control volume, differential analysis, boundary layer analysis, finite differencing and resistance network analogies. Prerequisite: ENME 2651.

## ENME 2671 Heat Transfer II with Lab (4 Credits)

Course series provides students with the basic skill levels required to solve fluid-mechanics and heat transfer problems. Topics include hydrostatics, dimensional analysis, incompressible and compressible flows, conduction, convection and radiation. Students explore a variety of solution techniques such as control volume, differential analysis, boundary layer analysis, finite differencing and resistance network analogies. Prerequisite: ENME 2661.

## ENME 2710 Engineering Thermodynamics I (3 Credits)

Properties of a pure substance. Use of tables of properties. First and second laws of thermodynamics for closed and open systems. Work, heat, power and entropy. Engine, power plant and refrigeration cycles. Gas mixtures, thermodynamic relations and chemical reactions. Prerequisite: PHYS 1212.

## ENME 2720 Engineering Thermodynamics II (3 Credits)

Properties of a pure substance. Use of tables of properties. First and second laws of thermodynamics for closed and open systems. Work, heat, power and entropy. Engine, power plant and refrigeration cycles. Gas mixtures, thermodynamic relations and chemical reactions. Prerequisite: ENME 2710.

## ENME 2810 Mechanical Engineering Lab I (3 Credits)

Engineering experiments illustrating selected topics in heat transfer, fluid mechanics, solid mechanics, thermodynamics, measurement and control. Use of microcomputers in experimentation and control. This course encourages the development of laboratory experimentation skills, design skills and technical writing skills. Prerequisites: ENME 2540 AND ENME 2671.

## ENME 3320 Computer Aided Design and Analysis (4 Credits)

Introduction to the use of computer aided design and analysis with applications to solid and fluid mechanics, heat transfer and vibrations; projects in one or more of the above areas. Emphasis on how to use the software to analyze engineering systems. Prerequisites ENME 2541 and ENME 2651.



**ENME 3400 Fatigue (4 Credits)**

A detailed overview of fatigue. Topics include: stress life and strain life approaches, fracture mechanics, constant amplitude and spectrum loading, life prediction, fatigue at notches, microstructural effects, environmentally assisted fatigue, retardation and acceleration, multi-axial fatigue, design against fatigue, and reliability. Cross listed with ENME 4400.

**ENME 3511 Machine Design (3 Credits)**

Application of statics, dynamics, mechanics of materials and manufacturing processes to the design of machine elements and systems. Properties of materials and design criteria. Synthesis and analysis of a machine design project. Prerequisites: ENME 2520 and ENME 2541.

**ENME 3545 Mechanisms (4 Credits)**

Synthesis, analysis and use of mechanisms. Mechanisms studied include cams, gears and planar linkages, with an emphasis on planar linkages. Prerequisites: ENME 2530 and ENGR 1572.

**ENME 3651 Computational Fluid Dynamics (4 Credits)**

This course introduces principles and applications of computational methods in fluid flow and topics chosen from heat transfer, mass transfer or two phase flow. The conservation equations, their discretizations and solutions, are presented. Convergence and validity of solutions along with computational efficiency are explored. Students learn to apply these techniques using the latest software packages. Prerequisites: ENME 2671.

**ENME 3661 Mechanical Energy Systems Engineering (4 Credits)**

This course covers energy systems engineering analysis from a mechanical and materials engineering perspective. This course covers energy production from traditional energy systems that use fossil fuel combustion such as internal combustion engines, coal-fired plants, and natural gas turbines, to nuclear energy and renewable energy methods such as wind, solar, hydraulic, and geothermal. Lastly, the course will survey emerging technologies for future (21st century) energy systems. Students should have taken at a minimum Thermodynamics, Dynamics, and Fluid Dynamics courses. Prerequisites: ENME 2720, ENME 2510, ENME 2651.

**ENME 3720 Aerospace Engineering: Atmospheric Flight Dynamics (4 Credits)**

This course provides an introduction to aerospace engineering analysis and design. In the atmospheric domain, the basics of aerodynamics are covered, followed by flight mechanics. The approach is from a practical perspective in which analysis and design are intertwined. Prerequisites: ENME 2651 and ENME 2720 and ENME 2530.

**ENME 3730 Aerospace Engineering: Space Flight Dynamics (4 Credits)**

This course is focused on the aerospace discipline of space environment and orbital mechanics. The topics in this discipline are discussed in detail and provide aid in designing spacecraft/space missions. Some of the topics covered in this course include space environment, satellite orbits, spacecraft configurations, transfer orbits, and elementary space propulsion. Prerequisites: ENME 2651 and ENME 2720 and ENME 2530.

**ENME 3810 Mechanical Engineering Capstone Laboratory (3 Credits)**

This course is the capstone mechanical engineering laboratory course requiring independent experimental design by student teams. Using experimental equipment available in heat transfer, fluid mechanics, solid mechanics, thermodynamics, and measurement and control, the student team is required to design experiments to solve given problems which will be unique to each team. This course encourages students to develop experimental design and research techniques while continuing to improve skills in fundamental lab notebook keeping, uncertainty analysis in measurements, data acquisition, data analysis, report writing, oral presentations, and laboratory safety and procedures. Prerequisite: ENME 2810.

**ENME 3820 Topics Mechanical Engineering (0-5 Credits)**

Mechanical engineering topics as announced. May be taken more than once. Prerequisite: vary with offering.

**ENME 3991 Independent Study (1-5 Credits)**

Topics in mechanical engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

**ENME 3995 Independent Research (1-10 Credits)**

## Engineering, Mechatronic Syst (ENMT)

**ENMT 3220 Mechatronics II - Real-Time Systems (4 Credits)**

Real-time systems require timely response by a computer to external stimuli. This course examines the issues associated with deterministic performance including basic computer architecture, scheduling algorithms, and software design techniques including data flow diagrams, real-time data flow diagrams, state transition diagrams, and petri nets. In the lab portion of this class, students program a microcontroller to interact with mechatronic devices. Prerequisite: ENCE 3210.

**ENMT 3800 Topics (Mechatronics) (1-4 Credits)**

Various topics in mechatronics system engineering as announced. May be taken more than once. Prerequisite: varies with offering.

**ENMT 3991 Independent study (1-5 Credits)**

Topics in mechatronics engineering investigated under faculty supervision. May be taken more than once. Students must obtain and complete an Independent Study form from the Office of the Registrar. Prerequisite: permission of instructor.

# English (ENGL)

**ENGL 1000 Introduction to Creative Writing (4 Credits)**

Basic techniques of fiction and poetry.

**ENGL 1006 Art of Fiction (4 Credits)**

An introduction to the appreciation of fiction as an art form through practice in interpretation and creation.

**ENGL 1007 Art of Poetry (4 Credits)**

An introduction to the appreciation of poetry as an art form through practice in interpretation and creation.

**ENGL 1008 Art of Drama (4 Credits)**

An introduction to the appreciation of drama as an art form through practice in interpretation and creation.

**ENGL 1009 Art of Creative Non-fiction (4 Credits)**

An introduction to the appreciation of creative non-fiction as an art form through practice in interpretation and creation.

**ENGL 1010 Introductory Topics in English (4 Credits)**

Various topics in literary studies approached at the introductory level.

**ENGL 1110 Literary Inquiry (4 Credits)**

Literary Inquiry introduces students to the variety of ways that poetry, fiction, and/or drama expand our understanding of what it means to be human. Topics vary to engage students in the rewarding process of interpreting the literary art form as a unique cultural expression. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 1200 International Short Fiction (4 Credits)**

This class considers masterpieces of short fiction—stories and novellas—from around the world. Various linguistic communities, national traditions, and historical periods are represented through a wide-range of global texts. One goal of this course is synchronic: to identify significant themes, techniques, and conventions appearing in both western and non-western literary traditions. A second goal of this course is diachronic: to identify key developments in the forms of short fiction. Significant theoretical models are presented to provide a thorough overview of the concept of “world literature” and its associated problems.

**ENGL 1988 Study Abroad Resident Credit (0-18 Credits)****ENGL 2001 Creative Writing-Poetry (4 Credits)**

Techniques and forms of poetry. Prerequisite: an introductory creative writing course.

**ENGL 2002 Creative Writing-Poetry (4 Credits)**

Techniques and forms of poetry. Prerequisite: an introductory creative writing course.

**ENGL 2003 Creative Writing-Poetry (4 Credits)**

Techniques and forms of poetry. Prerequisite: an introductory creative writing course.

**ENGL 2004 Magical Realism in Literature and Cinema (4 Credits)**

This course examines the relationships between human groups and their sociocultural environments through the conjunction of history and alternative ways of seeing/being or magical realism. Our study is region-specific in sociocultural details as well as global in scope and involves the exploration of magical realism as a technique in literature and cinema.

**ENGL 2010 Creative Writing-Fiction (4 Credits)**

Techniques and forms of fiction. Prerequisite: an introductory creative writing course.

**ENGL 2011 Creative Writing-Fiction (4 Credits)**

Techniques and forms of fiction. Prerequisite: an introductory creative writing course.

**ENGL 2012 Creative Writing-Fiction (4 Credits)**

Techniques and forms of fiction. Prerequisite: an introductory creative writing course.

**ENGL 2013 Creative Writing-Fiction (4 Credits)**

Techniques and forms of fiction. Prerequisite: an introductory creative writing course.

**ENGL 2020 Studies in Non-Fiction (4 Credits)****ENGL 2021 Business Technical Writing (3,4 Credits)**

Course open to Colorado Women's College students only.

**ENGL 2026 English Grammar (4 Credits)****ENGL 2031 Poetry Since 1945 (4 Credits)****ENGL 2035 History of Genre-Poetry (4 Credits)****ENGL 2036 History of Genre-Fiction (4 Credits)****ENGL 2040 Introduction to Publishing (4 Credits)**

Through lectures and field trips, students will learn how books get published - with all the steps involved. Cross listed with ENGL 3040, MFJS 3140.

**ENGL 2060 Modern and Postmodern Literature (4 Credits)**

This course will introduce students to two key movements in 20th century literary culture: modernism and postmodernism. Dealing in distinct but related ways with pervasive crises of modernity, these movements continue to exert a tremendous influence over literary culture in the present. In the realms of media and technology, politics, gender and sexuality, among others, modernism and postmodernism both reflected and helped usher in an age of relentless change. While covering this broad terrain, the course will have a different thematic focus each year. Contact the instructor or the Department of English and Literary Arts for details.

**ENGL 2061 Global Modernisms (4 Credits)**

This course examines the nature of global modernisms with examples from different countries or regions and from at least three perspectives: race and gender; markets and empires; and modernism and mass culture. From both a stylistic and thematic point of view, the course also explores the links between some avant-garde movements (such as Cubism, Futurism, Dadaism, Expressionism) and modernism as well as connections between modernism and postmodernism.

**ENGL 2070 Postcolonial Literature and Theory (4 Credits)**

An examination of the phenomenon of postcolonialism, taking into account the ways in which it has been conceptualized. Key interests include the contexts of imperialism and decolonization as well as critical readings of pertinent literature.

**ENGL 2090 20th/21st Century City Novels (4 Credits)**

How do we imagine cities? What do cities, in turn, do to our collective imaginations of belonging, to our sense of self, to our images of the future? The history of 20th and 21st century novels is often the history of how the city is imagined in prose. As new technologies, new ways of connecting, and new flows of money and goods resulted in massive growth of cities from the late 19th century on, how did literature reshape itself in response to the increasing pressure of mass information, and of new forms of imagining the life of the community? Students in this course will encounter the breadth of literature since 1900, with a geographical focus on Britain. Conceptually, the course will focus on how changing modes of urban life alter literary fiction, ideas of subjectivity, and modes of belonging across the century.

**ENGL 2100 English Literature I: Beowulf-Spenser (4 Credits)**

A survey of English literature from the earliest extant texts through works written in the late 16th century, ending with Spenser. Its purpose is to give students a historical grasp of the development and continuity of English literature during the Middle Ages and the 16th century. Old English and most Middle English texts will be read in translation, but Chaucer and Middle English lyrics will be read in the original.

**ENGL 2104 The Bible as Literature (4 Credits)**

The Bible has been one of the most important works in all of Western society. In this course we read the Bible as a masterpiece of literature. Rather than focusing on theological questions about this work as inspired scripture, we instead focus on its rich literary qualities and explore some ways in which these stories have influenced modern society. Reading select passages, we discuss its literary genres, forms, symbols and motifs, many of which are important in literature today. Of the latter, we encounter stories of creation and hero tales, parables, apocalyptic literature, and themes of paradise and the loss of Eden, wilderness, covenant, and the promised land. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2104 and JUST 2104.

**ENGL 2110 The African Imagination (4 Credits)**

Focusing mainly on Africa, this course explores and connects aspects of the African imagination. These aspects include oral performances, thought systems, literature, art, cinema, and critical discourses in different eras and in various places. Studied together, these existential and intellectual signposts provide an expanded insight into African aesthetics from a continental and an interdisciplinary perspective. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2120 Chaucer-Selected Poetry (4 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2130 World Literature (4 Credits)**

A literary journey around the world, the focus of this course includes the study of modern literature from different parts of the world--such as Africa and the Caribbean, Asia and the Middle East, Europe and the Americas. Textual analysis as well as cultural and transnational contexts are emphasized. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2200 English Literature II: Donne-Johnson (4 Credits)**

This course explores the literatures of the 17th and 18th centuries. This 200-year period marks England's transition from a medieval, relatively static society bound by hierarchy, religion and shared cultural values into a restless early-modern society of cities, social mobility, civic unrest, colonies and cosmopolitanism. Students work on understanding genres and styles, the basics of scansion, and the terminologies, methods and ideologies of literary criticism. The course is divided into generic categories.

**ENGL 2202 Renaissance Poetry & Prose (4 Credits)****ENGL 2221 Shakespeare Seminar (4 Credits)**

This course traces Shakespeare's development by looking at representative plays from his early through to his late period and counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2230 Shakespeare and Film (4 Credits)**

An examination of film adaptation and staging of Shakespeare's plays. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2300 English Literature III (4 Credits)**

A survey of British literary works and contexts from the 19th century onwards. The course will include selected readings of British and Anglophone Romantic, Victorian and Modern writers across multiple genres. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2302 19th Century British Literature and the Empire (4 Credits)**

The coronavirus pandemic has intensified our focus on globalization, giving renewed urgency to matters such as human rights, racism, migration, citizenship, hospitality, and cultural difference. This course approaches these questions by looking at various reflections on globalization and “empire.” While reading literary works in the nineteenth century, when the British empire extended its reach and control over literally every time zone, we also put them in dialogue with contemporary reports, databases, and fiction. We ask: How did nineteenth-century British and Anglophone authors react to issues directly relevant to and caused by imperial expansion and globalization? And how have their reflections shaped the way we think about power and inequality today? Apart from writers frequently taught in courses on British literature, we will also read British authors who are, ironically, often not classified under “British” (such as Mary Prince, an abolitionist born a slave in Bermuda, and Mary Seacole, also a woman of color, who traveled widely and served as a military nurse during the Crimean War). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2311 English Novel to 1800 (4 Credits)****ENGL 2350 Early Globalisms (4 Credits)**

A study of the commonalities and connections among cultures and texts across the world from the medieval and early modern periods. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2401 Blake, Wordsworth and Contemporaries (4 Credits)**

The first generation of British Romantic writers came of age during a time of revolution (American, French, Haitian). The inheritors of radical eighteenth-century ideas about natural rights, the first-generation Romantics found optimism in human feeling as well as human reason. They believed that the capacity for sympathy and lyrical transport would lead to a new, benevolent society, but their belief in social progress was checked by revolutionary violence and the rise of a hyper-rationalism that seemed more dangerous than the superstition it was meant to replace.

**ENGL 2402 Later Romantics (4 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2544 Globalization and Cultural Texts (4 Credits)**

The focus of this course is on theory (drawn from the social sciences) of how cultures worldwide may be increasingly internationalized through the powerful effects of globalization and on cultural texts that present the human and aesthetic faces of globalization, as seen through literature and film, with particular reference to India, the United Kingdom, South Africa, and Japan. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2700 Foundations of Early American Literature and Culture (4 Credits)**

Introduction to foundational narratives and culturally formative ideas in North American literary history from the era of discovery and the beginnings of colonialization to the Civil War. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2703 Topics in English: International Literature (1-4 Credits)**

Topics in literature reflecting an array of trends, aesthetic movements, historic periods, and discursive forms of International literary discourse produced by authors from outside the USA and the United Kingdom. These topics courses will count toward the diversity/distribution attribute within the English major curriculum.

**ENGL 2704 Topics in English: Ethnic American Literature (1-4 Credits)**

Topics in literature reflecting an array of trends, aesthetic movements, historic periods, and discursive forms focused on ethnic American literary discourse. These courses count toward the diversity/distribution attribute within the English curriculum.

**ENGL 2705 Literature of the American South (4 Credits)**

An introductory course on the literature emanating from the American south. Texts may include fiction, poetry, drama, and non-fiction primarily spanning the 18th through the 21st century.

**ENGL 2706 Writing the American West (4 Credits)**

An introductory course on the literature emanating from the American west. Texts may include fiction, poetry, drama, and non-fiction spanning the 19th through the 21st century.

**ENGL 2707 Contemporary Literature (4 Credits)**

The course surveys contemporary books. The novel has never been a coherent genre, but especially since the 1960s its features, in some practitioners, have begun to resemble history, anthropology, poetry, science writing, or all of these. The course will include readings from Asia, South America, Europe and North America.

**ENGL 2708 Topics in English (1-4 Credits)****ENGL 2709 Topics in English (1-10 Credits)****ENGL 2710 American Novel-19th & 20th Century (4 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2711 20th Century American Fiction (4 Credits)**

Students read, evaluate and discuss the genre of the American immigrant novel. Topics include how this is a uniquely American literary form and what it says about life in America; the similarities and differences in how ethnic groups understand their experiences; how language and narrative techniques are used to convey the life of a new immigrant; how the experiences of men and women differ; how the immigrant novel has evolved as a literary genre. The readings will be analyzed as a means to consider how the immigration novel in America became a genre that expressed a variety of topics related to the American experience. The class will consider how these works helped to shape and define what it meant to be an American, and how that definition has changed over the last 100 years.

**ENGL 2712 American Short Story (4 Credits)**

Wide range of American short stories, quintessential American genre, from the early 19th century to present.

**ENGL 2715 Native American Literature (4 Credits)**

Native American Literature explores the relationships between contemporary Native American narratives and Native American oral traditions. We will examine the intellectual underpinnings of Native American literary expressions, focusing on tribally specific Native American concepts of language, perception, and process in relation to Native cultural and political survival. This course aims to celebrate Native American cultural expression through lectures and discussion, group work and intellectual exercises.

**ENGL 2716 American Poetry (4 Credits)**

This course examines American poetry by way of historical, thematic, and/or formalist approaches. Possible topics could include: post-WWII poetry, the New York School, Self and Other in American Poetry, Language poetry, etc.

**ENGL 2717 African American Writers (4 Credits)**

Defines, describes and analyzes the African-American aesthetic.

**ENGL 2718 Latina/o Literature (4 Credits)**

This course surveys U.S. Latina/Latino literature, with an emphasis on groups of Caribbean, Central American, Mexican, and South American descent. Representative readings will introduce the field's major critical trends, themes, genres, works, and writers. Social, historical, and political topics for investigation may include border theory, experiences of diaspora and im/migration, mestizaje, pan-latinidad, bildungsroman, labor, gender and sexuality, and language. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2722 Asian American Contemporary Literature: Fiction and Nonfiction (4 Credits)**

This course surveys contemporary Asian American literature with a focus on fiction and nonfiction. By examining a range of texts from the past fifty years to the present, we will discuss critical concerns such as identity, the politics of representation, gender, class, and immigration and assimilation. A selection of memoirs, essays, short stories, novels, and graphic novels will help us expand our notion of Asian American literature, and our sense of what it is, who it's for, and its forms and aesthetics. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2730 Borderlands Literature (4 Credits)**

This course introduces students to literature and stories about regions and spaces defined by borders, especially the U.S.-Mexico borderlands. The course engages with narratives that map the flows and fortifications of people and commodities, interrogate the politics of immigration, navigate the disputes over natural resources, and/or feature different contact zones or forms of encounter.

**ENGL 2741 American Jewish Literature: Immigrant Fiction (4 Credits)**

This course surveys over 100 years of American Jewish immigrant narratives beginning with the great exodus of Eastern European and Russian Jewry at the end of the 19th century and ending with recent arrivals from Israel and the former U.S.S.R. Canonical works by central authors reveal the great successes of Jewish immigrants alongside their spiritual failures. A selection of memoir, novels, short stories, and poetry in English and in translation from Hebrew and Yiddish demonstrate the multilingual character of the Jewish experience in America. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2741.

**ENGL 2742 Modern Hebrew Literature in Translation: Against All Odds (4 Credits)**

This course offers a survey of some of the most significant works of modern Hebrew literature available in translation. Students will consider how the development of Hebrew literature has contributed to the formation of contemporary Israeli identity, and how the conflicts that define the turbulent history of Israel are treated in works by canonical authors. The selection of diverse voices and literary materials exposes students to the social, political, and historical changes wrought by the rise of modern day Israel. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2742.

**ENGL 2743 Jewish Humor: Origins and Meaning (4 Credits)**

Writers, scholars, and comedians all claim to locate an identifiable strain of "Jewish humor" running from the Bible through to today's literary humorists and provocative stand-up comics. This course takes humor seriously in an effort to reveal the development of "Jewish humor" in American from a comparative context. But is there such a thing as Jewish humor? And if so, what are its sources and characteristics? Does it exist across cultures and in different linguistic communities? Through lectures, discussion, exercises and papers, students gain a broad understanding of the history, psychology, and philosophy of humor as it relates to Jewish arts and letters in America. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is cross-listed with JUST 2743.

**ENGL 2750 American Literature Survey I (4 Credits)**

First part of American survey; introduction to major authors and genres.

**ENGL 2751 American Literature Survey II (4 Credits)**

Second part of American survey; further examination of major authors and genres.

**ENGL 2752 American Literature Survey III (4 Credits)**

A survey of American literature, including representative works of fiction, poetry and drama from the 1930s to the present.

**ENGL 2815 Studies in Rhetoric (4 Credits)****ENGL 2816 Advanced Writing (4 Credits)**

This class gives each student the opportunity to explore the humanities in an area of his or her particular interest. A research methods and writing course, this class guides students through the research and writing process from preliminary research to methodology to prospectus to drafting and finally revision. Class sessions operate as directed writing workshops, with students discussing their research and writing strategies. The final product of the course is a 15-page research essay on a subject of the student's choice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2820 Philosophy and Literature (4 Credits)**

Hermeneutics, sometimes called "the art of interpretation," offers us the opportunity to explore strategies of engagement and exegesis that seeks to observe, question, and celebrate the ways in which we read and write the world. By bringing critical and creative inquiry to bear on the event of interpretation itself we can consider the ethical implications of how we deal with our individual identities as well as our collective, national, and global identities. In this course we pose big questions—What are we talking about when we talk about existence? What does it mean to have a body? How does desire and memory construct history and identity? Walking these questions through a variety of literary and philosophical texts and artistic lenses, we consider how "the creative" (writing, the literary) performs, becomes, and is "the critical" and vice-versa. Students should be prepared to write, read, and participate in discussion.

**ENGL 2825 Cultural Criticism (4 Credits)**

This course will introduce students to some of the major moments in the development of cultural studies and will show how the discipline "works" to make sense of culture at large. Cross listed with ENGL 3825.

**ENGL 2830 Representations of Women (4 Credits)**

Consideration of images presented of and by women in works of English and American literature from Middle Ages to present. Cross listed with GWST 2830.

**ENGL 2845 Politics and Literature (4 Credits)****ENGL 2850 Literature of Utopia/Dystopia: Dystopian Fiction (4 Credits)**

This course addresses the concurrent and interrelated themes of utopian and dystopian thought and their primary expression through 20th and 21st century literary texts. As such, it critically engages and interrogates relationships between knowledge and power, and freedom and oppression that have long been expressed in world literature. At its core, utopian/dystopian literatures are always in conversation with historical, social, and cultural thought, expressing anxiety towards the relationship between social structures and institutions with the individuals and the imposition of coercive power. Texts addressed in this course include those by a range of diverse writers from Plato and Thomas More, to Charlotte Perkins Gilman, Yevgeny Zamyatin, Aldous Huxley, George Orwell, Albert Camus, Ray Bradbury, Margaret Atwood, Philip K. Dick, Octavia Butler, Claire G. Coleman, etc. \*In some years this course may count for international literature under the diversity/distribution attribute in the English curriculum. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ENGL 2855 Speculative Fiction (4 Credits)**

This course explores topics in speculative fiction. Speculative fiction encompasses a wide range of genres, contexts, and forms, from science fiction to alternative history to futurity. Topics might include apocalypse, cyberpunk, space-time, revolution, new communities, cyborgs and robotics, worldmaking, Afrofuturism, Chicanafuturism, or theories of possibility in different forms of fiction. All ask us to consider the role of imagination and speculation in fiction. Each iteration of this course will be designated with a specific topic, repeatable only under a new topic.

**ENGL 2980 Internship in English (1-5 Credits)**

This course provides academic credit for off-campus internships in fields related to the English major. One paper is required at the end, articulating how the internship complemented the student's studies in English. Requires approval by director of undergraduate studies in English.

**ENGL 2988 Study Abroad Resident Credit (0-18 Credits)****ENGL 3000 Advanced Creative Writing-Poetry (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3001 Advanced Creative Writing-Poetry (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3002 Advanced Creative Writing-Poetry (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3003 Advanced Creative Writing-Poetry (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3010 Advanced Creative Writing-Fiction (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3011 Advanced Creative Writing-Fiction (4 Credits)**

Technique, writing practice and criticism.



**ENGL 3012 Advanced Creative Writing-Fiction (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3013 Adv Creative Writing-Fiction (4 Credits)**

Technique, writing practice and criticism.

**ENGL 3015 Advanced Creative Writing: Non-Fiction (4 Credits)****ENGL 3017 Travel Writing-Fiction & Fact (4 Credits)**

A study of European, American and other narratives of travel. This course examines relevant postcolonial and literary theories of travel and nationhood.

**ENGL 3040 Introduction to Publishing (4 Credits)**

Cross listed with ENGL 2040, MFJS 3140.

**ENGL 3121 Chaucer: Canterbury Tales (4 Credits)**

Life, culture, language and literary trends of Chaucer's age as reflected in "The Canterbury Tales".

**ENGL 3320 Oral Literature and Orality in Literature (4 Credits)**

The term "oral literature" generally refers to narratives and poems (including songs) performed and disseminated orally from one generation to the other. Oral literature is, in some respects, the foundational 'text' of written literature. The questions that we explore in this course include: How did oral literature develop, and what are the characteristics? How has oral literature been shaped by time and place? How is it distinct from as well as related to written literature? To answer these questions, we explore different forms of oral literature and also study the use of orality in written literature. Our studies involve the examination of material and texts from different parts of the world.

**ENGL 3402 Early Romantics (4 Credits)****ENGL 3405 Postmodern Visions of Israel (4 Credits)**

This course investigates how representation of Israel as a modernist utopia have been replaced in contemporary literature with images of Israel as a dystopia. The class discusses the historical context that gave rise to visions of an idealized Israel, and the role the Hebrew language played in consolidating and connecting narration to nation. Next the class considers how belles-lettres from recent decades have reimagined Israel as a series of multilingual "multiverses." A selection of fiction translated from Hebrew forms the core of class reading. Theoretical exploration of postmodernism help us conceptualize the poetics of postmodern literature. No knowledge of Israeli history or Jewish culture is necessary to succeed in this course. Cross listed with JUST 3405.

**ENGL 3525 Sexuality and Textuality (4 Credits)**

This course explores literary, cultural, and theoretical texts that question and challenge concepts of gender and sexuality. Topics include gender roles and expectations, gender performance, the body, pleasure/desire, subject-object dynamics, queer and trans identities, and/or resistance to the normative. Particular attention will be given to texts and theories that intersect issues of gender and sexuality with questions of race, ethnicity, and marginalized subjectivities.

**ENGL 3550 The Literature of Dissent in New England (4 Credits)**

This course investigates writings related to various forms of dissent in New England, from 1630 to 1860. It focuses on moments of crisis such as the Antinomian Controversy, the Salem witchcraft trials, the Great Awakening, the Miracles Controversy, and the reaction to the Compromise of the 1850, among others. Related topics include the development of individualism, the lives and roles of early American women, the presence and influence of slavery on conceptions of reform, and the role of religion in the formation of political and social dissent.

**ENGL 3600 American Romantics and Radicals, 1820-1865 (4 Credits)**

This course covers the period of religious, philosophical, social, and political reform that runs from 1820 to the beginning of the Civil War. Focus will be on romantic ideas about nature, self-reliance, etc., as well as the contexts that surround and nurture these ideas, such as utopian social reform, the women's rights movement, abolition, temperance, and various health movements. Authors include Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Margaret Fuller, Frederick Douglass, and others.

**ENGL 3601 Literature of the Civil War (4 Credits)**

Historically based survey of literature related to the American Civil War. Includes works by such authors as Harriet Beecher Stowe, Frederick Douglass, Walt Whitman, Herman Melville, Emily Dickinson, Louisa May Alcott, and others.

**ENGL 3602 American Realism and Naturalism, 1860-1920 (4 Credits)**

This course addresses the period of post-Civil War American writing characterized by aesthetic theories that react against Romanticism and attempt to incorporate scientific (particularly Darwinian) thinking into artistic representation. It will present the development of these approaches in the historical contexts of Reconstruction, the Gilded Age, and the Progressive Era. Authors will include Mark Twain, Henry James, Frank Norris, Stephen Crane, William Dean Howells, Charles Chesnut, Kate Chopin, Sarah Ornes Jewett, and others.

**ENGL 3618 20th Century British Literature (4 Credits)**

This course will explore the dramatic changes in culture and society that took place between the death of Queen Victoria and the start of the new millennium. The twentieth century transformed Britain from the center of a commercial and military Empire "on which the sun never set" to a multicultural island nation coming to terms with its colonialist past and seeking to redefine its place in the world. The same period also saw continual redefinitions of the concept of Britishness as the outcome of struggles over women's rights, anticolonial and antiracist movements, LGBTQ+ activism, and workers' demand for better conditions and the right to organize. These social changes emerged simultaneously with transformative effects of new media and transportation technologies.

**ENGL 3703 Advanced Topics in English: International Literature (1-4 Credits)**

Advanced topics in literature vary reflecting an array of specialized trends, aesthetic movements, historic periods, and discursive forms of international literary discourse produced by authors outside the USA and the United Kingdom. These advanced studies topics courses will count toward the diversity/distribution attribute within the English curriculum.

**ENGL 3704 Advanced Topics in English: Ethnic American Literature (1-4 Credits)**

Advanced topics seminars in literature reflecting an array of trends, aesthetic movements, historic periods, and discursive forms of ethnic American literary discourse. These courses will count toward the diversity/distribution attribute within the English major curriculum.

**ENGL 3706 Writing the American West (4 Credits)**

Explores historical and contemporary writing produced in and about the American West.

**ENGL 3707 Posthumanism (4 Credits)**

As the term "posthumanism" suggests, the consideration of what may come 'after' or exist 'beyond' the conventional understanding of what it means to be human lies at the center of this emergent critical perspective. The literary and philosophic engagement with the complicated set of ideas around these questions call for a reevaluation of the notion of the corporeal human subject and a reconsideration of the limits of the human mind. Posthuman thought shifts the focus to a consideration of the ways in which embodiment and thinking are positioned in relation to technological advancements in fields as disparate as robotics, cybernetics, and artificial intelligence to bioengineering and genetics. Given the issues under consideration, ideas emerging from sci-fi, speculative fiction, cyberpunk and contemporary philosophy have long been at the center of posthumanism, while also reflecting in classic works from Pliny's *Historia Naturalis*, Julien Offray de La Mettrie's *L'homme Machine* (Man a Machine) and May Shelley's *Frankenstein*, as well. Drawing on such a discursive foundation of works from around the world, our primary focus will be on texts produced by writers, thinkers and artists who best expand the possibilities and questions at the center of posthumanism, including Karel Čapek, Isaac Asimov, Stanisław Lem, Philip K. Dick, William Gibson and Shirow Masamune and Kazuo Ishiguro, with Hajime Sorayama, Donna J. Haraway, Manuel De Landa and N. Katherine Hayles. From this provocative (and evocative) foundation, this course will explore some of the most vital questions emerging out of posthumanism from innovations in robotics, computer technology and artificial intelligence, to ongoing developments in genetic modification, biomechanics, astrobiology and transgenic art.

**ENGL 3711 20th-Century American Fiction (4 Credits)**

Fiction, poetry, drama, and non-fiction on selected themes by 20th and 21st century American writers. Topics for study may include issues related to regionalism, ethnicity and gender, as well as specific social and historical concerns.

**ENGL 3730 Literature and Medicine: Addiction and Modernity (4 Credits)**

This course introduces students to accounts of substance use and addiction from the nineteenth century through the present day. We will examine canonical and contemporary literary texts, medical writings, visual representations, smartphone applications, and films alongside topics such as liberalism, inequality, imperial expansion, consumerism, "digital drugs," and the pathologization of addiction. We will consider our readings in light of the following questions: What role do substance use and addiction play in constructing the modern self and society? What can representations of addiction teach us about our relationship with the external world? How does addiction act as a metaphor, a narrative device, or even a political sign? How do gender, class, and race affect narratives of addiction? How do accounts of addiction interact with philosophical texts, medical treatises, and imperial and colonial discourses? In addition to writing critical essays, students will evaluate smartphone addiction treatment apps and devise a creative project on a topic relevant to this course.

**ENGL 3731 Topics in English (1-4 Credits)****ENGL 3732 Topics in English (1-4 Credits)****ENGL 3733 Topics in English (1-4 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**ENGL 3742 Jesus in Jewish Literature (4 Credits)**

This course surveys literary depictions of Jesus in Jewish literature. Readers are often surprised to learn that throughout the twentieth century and into the twenty-first century, major Jewish writers have incorporated the figure of Jesus of Nazareth into their work. This class explores the historical, aesthetic, and spiritual reasons for the many Jewish literary representations of Jesus and of his literary foil, Judas. A selection of materials including short stories, poems, novels, scholarly essays and polemics in English and in translation from Hebrew and Yiddish demonstrate the depth of Jewish literary culture's engagement with Jesus' life and teachings. Among the many writers we will read are: S.Y. Agnon, Sholem Asch, Uri Zvi Greenberg, Haim Hazaz, Emma Lazarus, Amos Oz, Philip Roth, and L. Shapiro. Ultimately, this class will consider how literary representations of Jesus can destabilize perceived distinctions between Jews and Christians. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course is cross-listed as JUST 3742.

**ENGL 3743 Modern Jewish Literature (4 Credits)**

Stories, novels and memoirs by 20th-century Jewish writers; consideration of issues of generation, gender and idea of Jewish literature as a genre. Cross listed with JUST 3743.

**ENGL 3744 African American Literature (4 Credits)**

This course examines fiction, poetry, autobiography, and drama by African American writers, with strong consideration on the socio-historical conditions that gave rise to and continue to inform this literary tradition.

**ENGL 3800 Bibliography/Research Method (4 Credits)****ENGL 3803 Modernism/Postmodernism (4 Credits)****ENGL 3810 ISL Dharamsala: Tibet, Global Citizenship, & Community Literacies (4 Credits)**

ISL Dharamsala presents DU students with the unique opportunity to study international community literacies as a practical component of global citizenship through service-learning placements and study in Dharamsala, India. Home of the Dalai Lama and the Tibetan government-in-exile, Dharamsala is a multi-generational community located in the northern Indian foothills of the Himalayas. During fall quarter, students will study community literacies in the practice of global citizenship and service while immersed in the geo-political, religious, and other contexts experienced by Tibetans in exile. During their time in Dharamsala, cultural immersion and a service-learning placement will give students insight into the complexities of social justice issues and cultural nuances they have been studying and provide opportunities to contribute to local and global society through informed and reflective practice. This course is cross-listed with WRIT 3810.

**ENGL 3813 History and Structure of the English Language (4 Credits)**

A composite course studying both the structure of modern English and the history of the English language.

**ENGL 3815 Studies in Rhetoric (4 Credits)**

This course will examine the history and principles of rhetoric and how they pertain to theory and practice in the field of composition and rhetoric.

**ENGL 3817 History of Rhetoric (4 Credits)****ENGL 3818 Composition Theory (4 Credits)****ENGL 3819 Old English (4 Credits)**

This class introduces students to Old English grammar, prose, and poetry. This course is a prerequisite for ENGL 3200.

**ENGL 3821 Literary Criticism: 19th Century-Present (4 Credits)****ENGL 3822 Literary Criticism: 20th Century (4 Credits)**

Critical methods and philosophies of 20th-century critics; their relationship to traditions.

**ENGL 3823 Interpretation Theory (4 Credits)****ENGL 3825 Cultural Criticism (4 Credits)**

Cross listed with ENGL 2835.

**ENGL 3826 Latinx Cultural Studies (4 Credits)**

This course introduces students to cultural texts and theories by U.S. Latinx subjects and asks students to consider various forms of cultural and critical methodologies.

**ENGL 3852 Topics in Poetics (4 Credits)****ENGL 3900 Senior Seminar (4 Credits)**

The Senior Seminar is a deep, investigative course that takes students into a specific, usually narrow topic within a subject field. Such courses emphasize the further, more complex application of skills introduced in the department's "Introduction to the Major" course. Faculty are encouraged to develop connections between theory and practice and provide an intense, challenging intellectual experience for senior English majors. Students should have taken ENGL 1010 and be in their final year of study before taking this course.

**ENGL 3982 Writers in the Schools (2,4 Credits)**

This course operates mostly "in the field." Following the models of California Poets in the Schools and Teachers & Writers Collaborative, students are in training with a poet-in-residence, observing him as he conducts a residency in a public school. In addition, we have our own meetings to discuss pedagogy, classroom practices and management, teacher-writer relations, and all other necessary logistical planning. Placement in public schools is facilitated by Denver SCORES, an education program dedicated to increasing literacy in Denver's at-risk school population. For those wishing to work with middle or high school students, or in other community settings (e.g., homeless or women's shelters), special arrangements can be made. This course is a collaborative effort between CO Humanities, Denver SCORES, and the University of Denver.

**ENGL 3988 Study Abroad Resident Credit (0-18 Credits)****ENGL 3991 Independent Study (1-17 Credits)****ENGL 3995 Independent Research (1-10 Credits)**

# English General (ENGG)

## ENGG 1988 Study Abroad Resident Credit (0-18 Credits)

### ENGG 3003 Integrated Communication Skills for International Graduate Students (0 Credits)

This course assists international students in discovering and mastering the communication norms of graduate programs in U.S. universities. Beginning with a student-led needs analysis of communication expectations in their academic departments, students identify the language skills that will help them succeed in their field of study. The course follows a workshop format and includes a variety of speaking and writing activities, through which students learn to recognize and correct their own language errors, integrate sources appropriately, and develop confidence in interacting with professors and peers. Students are encouraged to bring assignments and projects from their major coursework as examples for class discussion. These discussions provide the foundation for work on oral skills (pronunciation, fluency, and interaction), writing skills (citation style, organization, and voice), and general language development (vocabulary and grammar).

# Entrepreneurship & Venture Mgt (EVM)

## EVM 1100 Introduction to Entrepreneurship (4 Credits)

Entrepreneurs play a critical role in driving innovation, promoting social change, creating jobs, and changing the way we live, work, and communicate. Entrepreneurs come from different backgrounds, professions and possess a wide range of skills and experiences. What entrepreneurs have in common, the desire to solve problems, make change and create value through innovation. This introductory entrepreneurship course is for students that are interested in learning about entrepreneurship or first-time entrepreneurs with an idea. Students will explore entrepreneurship and apply tools, mindsets, and frameworks for starting a for-profit business, a non-profit business, or a business within a business.

## EVM 2100 Social Entrepreneurship "do well by doing good" (4 Credits)

Interested in making a positive impact through business while also making money? Social entrepreneurship will teach you how you can 'do well by doing good.' This course examines how all types of organizations can be used to positively impact our global society. Students will explore their own passions and see how purpose and profit can combine to create rewarding and inspiring careers and companies. Human-centered design, alternative funding, business models, and impact measurement will all be integrated to prepare students to lead impactful careers. Through class discussions, case studies, guest speakers, and hands-on application, this course will prepare students to join the growing group of innovators using business to address society's greatest challenges.

## EVM 2200 Global Entrepreneurship "Innovating and Creating Value Across Borders" (4 Credits)

Entrepreneurship is about solving problems, identifying unmet needs and opportunities. Where some see roadblocks, entrepreneurs see opportunity. As people, cultures and business become interconnected it is important for entrepreneurs to have a global mindset and approach to business. The Global Entrepreneurship course provides you with the skills and knowledge to start a business in another country, develop a market in another country, and identify opportunities across borders. Students will develop an intercultural understanding as they learn about history, religion, culture, economy, and government in other countries. Students will identify commonalities, shared interests, and differences between cultures and apply business frameworks to develop products and services for international markets.

## EVM 2250 Entrepreneurship Interterm (2 Credits)

This course provides you with the opportunity to explore and discover what makes for an effective entrepreneurial ecosystem. You will travel to a foreign country and meet with key actors throughout the entrepreneurial ecosystem. Additionally, you will learn about and engage with the local culture, learning how religion, customs, and culture all influence global entrepreneurship.

## EVM 3350 From Idea to First Dollar Sale (4 Credits)

Designed to serve as the capstone course for the Entrepreneurship Minor, From Idea to First Dollar Sale takes students through the process of starting a company, launching a product, creating a market, and learning how to embrace "failure" and manage uncertainty. Student will use and apply the knowledge, skills, and tools they have developed in previous Entrepreneurship Minor courses to spin up a business in ten weeks. Most types of businesses are welcome: retail, services, technology, hospitality, etc. Students may build on an existing idea, iterate, and take it to the next level or develop an entirely new idea. Through class discussions, activities, presentations, and guest speakers, students will explore the principles of planning, testing, measuring, analyzing, and rapidly iterating a product or service. Startups require significant effort, commitment, creativity, and passion. This class is no different and whether you have started a business in the past, you will know what it takes to be an entrepreneur by the time this class is finished!.

## EVM 3370 Metrics & Financial Tools for an Emerging Business: Accounting and Finance for the Emerging Business (4 Credits)

Students are taught to link physical activity occurring in the business venture to the movement of numbers on financial statements. They draft 3 years of flexible profit and loss, cash flow, and balance sheet statements; Year 1 is monthly, Year 2 is quarterly, and Year 3 is one annual period. Students learn how to visualize the activity, metrics, and assumptions needed to support the customer experience they intend to build and how these numbers flow through their financial statements including: Generating revenue leads; Convert leads to sales; Producing the product/service; Delivering the product/service; Converting customers into repeat business; Set-up and maintain Quick Books. Cash impact of corporate governance costs (indirect) are included, such as risk management (insurance), employee benefits and compensation, facilities, technology, legal and capital expenditures, etc., understanding the tax implication of setting up different governance devices and understanding recapitalization and its implications. Students learn to identify activity metrics to drive cash basis break-even for daily, monthly, and annual periods. They will also learn how to create a Use of Funds Statement linked to their proforma'd financial statements. Students will learn different types of financing and under which circumstances these types are used-credit cards, factor loans on inventory, bank loans- including small business administration loans, angel funding, and venture capital funding. Exit strategies like M&A and IPO will also be covered. Prerequisites: BUS 1000.

**EVM 3400 The Innovation Amphitheater (1 Credit)**

Want to start your own business and invent your own future but haven't landed on a great product/service idea? Already have a business and want to expand into new spaces and offerings? This course is for people who answered yes to either of those questions. The Innovation Amphitheater takes you through 16 proven strategies and techniques to help you innovate into new spaces and find opportunities. You'll explore such strategies as cross-overs, combos, slivercasting, inside-out, old school and retro, and many more.

**EVM 3401 Project Management (1 Credit)**

Learn the basic fundamentals of project management, focused specifically on high-performing teams while starting and running an early-stage business. Explore how to implement proven project management concepts and techniques using popular tools like Trello and Asana. 1 credit hour. Prerequisite: EVM 3350.

**EVM 3402 Creating Your Digital Presence (1 Credit)**

Creating awareness of your new business venture is one of the most important tasks in the early stages of building your business. Creating awareness by driving traffic through and to your digital presence is essential. To help you as you embark on an entrepreneurial effort, this course focuses on building an integrated digital presence with a website, Facebook Business Page, Twitter account, Pinterest account, and an Instagram account.

**EVM 3403 Ethics in Entrepreneurship (1 Credit)**

Creating a business for the sake of generating profit is not enough. Businesses must contribute to the betterment of society through social, environmental, and financial gains. This course will help you build the right vision for your business by 1) engaging you in ongoing reflection and dialogue about your ethical responsibilities in product and service innovation, and 2) helping you understand cognitive, behavioral, and principled approaches to ethical issues in product and service innovation.

**EVM 3404 Primary Research (1 Credit)**

To be successful in your business venture, you need to make data-driven decisions. Much of that data can come from internal operations or perhaps secondary sources. But, to truly be successful, you need to gather, analyze, and make decisions based on primary research data from your external market. In this course, you'll learn the basic tenets of performing primary research activities including defining your market segment, building a primary research instrument, gathering data using a primary research instrument, analyzing the data, and making recommendations.

**EVM 3407 The Perfect Pitch (1 Credit)**

Essential to most new business ventures is the ability to raise capital, most notably from angel investors and venture capitalists (VCs). Raising capital starts with the "pitch," a presentation that is exciting, informative, realistic, and addresses what funds are needed, how they will be used, and how the investor will financially benefit from providing the funds. This course will help you learn how to create the perfect pitch for your new business venture. We will review both successful and unsuccessful pitch presentations. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3408 Accounting For Entrepreneurs (1 Credit)**

Accounting is an activity in any business that measures, processes, and communicates financial information and transactions. This vitally important activity will help you track your expenses, recognize your revenue, and in general keep an accurate and detailed view of the financial strength of your business. In this class, you'll learn how to process operating expense transactions (e.g., advertising and payroll expenses) and revenue transactions (both actual sales and sales on credit). You'll also learn how to appropriately handle the depreciation of long-term assets like vehicles and buildings. Finally, you'll learn how all of these transactions enable you to build a balance sheet for your new business venture.

**EVM 3409 Financial Statements For Entrepreneurs (1 Credit)**

Of the four major financial statements, the most important to a new business venture are the balance sheet, the income statement, and the statement of cash flows. Knowing how to build and interpret these are critical to your success during not only the early stages of spinning up your business but throughout the lifetime of your business. In this class, based on a wide variety of financial transactions, you will learn how to build and interpret an income statement and a statement of cash flows. (It is assumed that you already know how to build and interpret a balance sheet.) You'll also learn how to build a proforma income statement and statement of cash flows, based on the financial projections of your new business venture.

**EVM 3413 Design Thinking (1 Credit)**

Design Thinking is a creative problem solving process that builds your ability to first see and then solve human-centered opportunities. It starts with empathically looking at frustrations inside and around your organization, then moves through a variety of brainstorming sessions to build customer centric solutions. Design Thinking is a wonderful tool to help you monetize the human capital in your organization. Once we know the process, we will ask students to bring real challenges into the classroom where we will use Design Thinking to build potential new products, services and solutions.

**EVM 3414 Market Discovery and Product-Market Fit (1 Credit)**

Market discovery is about identifying demand for ideas and innovations. Students will discover that some markets have already been established and others have yet to be created. Product market fit takes time. At first new ideas and innovations may not fit an existing market, requiring a new market to be developed. We'll study example companies in a wide variety of industries that over time found the correct product market fit. Students in this Sprint will learn methodologies to find and assess product market fit for new ideas and innovations. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3417 Branding and Messaging (1 Credit)**

Branding is an essential element for any startup. Your brand is created by you and grows as your business grows. It's more than a logo, colors, and fonts contained in a style guide. It's the experience that you create for your customers. It's something your business should aspire to. Something memorable. And as you work through this course, you will get an understanding of what it takes to build the brand for your business.



**EVM 3420 Cloud Technologies (1 Credit)**

Welcome to the Cloud! What is the cloud, is it a thing, a concept, a nifty term? If you are starting a new business, thinking about starting a new business or improving the efficiencies in an existing business, you need to understand the available technologies and tools in the Cloud. Where do I host my website, how do I handle accounting, where is the email server, how do I track customers, how do I share information, what tools are available for customer support? These are just a few questions the Cloud will solve efficiently and cost effectively. The Cloud has dramatically changed the competitive landscape for startups by reducing the cost of starting a new business. The Cloud removes costly equipment, software and support expenditures; with the Cloud, you pay for what you use. This course will focus on identifying, analyzing, and implementing Cloud technologies to help run your business. Here are some of the topics we will explore and discuss: flexible costs, how and when to implement these tools, is your data safe, comparing similar services, improving collaboration.

**EVM 3421 Intellectual Property Issues for Startup Businesses (1 Credit)**

All businesses have assets, both tangible and intangible, and these assets must be managed, nurtured, accounted for, and protected. Among the most important of those assets today fall in the realm of intellectual property (IP) and are protected through mechanisms such as copyrights, trademarks, and patents. As a business owner, you must be aggressive and vigilant in ensuring that your most important IP assets are protected, as they are an important part of your brand portfolio. This class will introduce you to the role of copyrights, trademarks, and patents as tools for protecting your intellectual property. In doing so, you will learn about your rights as an IP owner and – equally as important – your responsibilities for not infringing on the IP assets of other organizations.

**EVM 3422 Startup Legal Issues (1 Credit)**

Starting a business involves a host of activities, from product/service development, to marketing, to sales and service. At the foundation of all of these activities are legal considerations. Legal considerations for startup businesses range from establishing a form of business operation, to registering with the government and obtaining the appropriate licenses, to filing sales taxes, to the management of employees (hiring, contracts, etc.), and a host of other essential activities. To get your business off “on the right foot,” this course introduces you to the legal considerations that are vitally important to your success.

**EVM 3424 Visualizing & Presenting Data (1 Credit)**

Being able to tell a compelling story, in particular with data, is a skill that is rarely taught. Today, most people either adopt reports that have existed in an organization for as long as time, or they create flashy reports using the latest tools. In most cases, neither of these reports give the end users what they want. This course will focus on giving you the tools to create purposeful reports by helping you answer the age old question around any design... Form, Fit and Function.

**EVM 3425 Rapid Prototyping - 3D Printing and Laser Engraving (1 Credit)**

The purpose of this course is to empower students to more effectively develop their creative and entrepreneurial capacities utilizing the tools of rapid prototyping. Students will identify appropriate rapid prototyping technologies to apply to unique situations. Curriculum over the course of the day progressively builds by presenting more challenging problems. At the conclusion of the course, students will be able to turn ideas into solutions that add value to a product, process, or service.

**EVM 3428 Developing a WordPress Website (1 Credit)**

What is WordPress? What is a CMS? What is Open Source? Is it a concept or a nifty term? If you are starting a new business or thinking about starting a new business you need to understand the available technologies and tools to build and manage a website. Where do I host the website? How do I create and update the website? What tools are available? These are just a few questions we will answer in the WordPress Grind. The WordPress Grind has been designed from a beginner's perspective. The goal is to provide a step-by-step tutorial for creating and publishing a WordPress website. The class will cover the conceptual framework of Open Source and Content Management Systems (CMS) and lead into the fundamentals and tools required to build and manage a WordPress website. At the conclusion of this grind, you will be able to develop, publish, and manage your own WordPress website.

**EVM 3430 Retail, Distribution, and SCM (1 Credit)**

If you have ever walked into a retail store or shopped online and wondered what it would take to create this for yourself, including setting up the store, purchasing inventory, setting prices and deciding the layout, or just wondered how this all came together to create a viable business then this Sprint is for you. If you are in the process of manufacturing a product or would like to know what goes into the supply chain to create and price your product then this Sprint is for you. If you want to learn what to consider when choosing a distribution method(s) and to get your product(s) to market then this Sprint is for you. The RSDM Sprint has been designed from a new entrepreneur's perspective. The goal of this sprint is to understand the steps and process for marketing, pricing, and selling. It is for students that want to create a product or students developing a retail store that sells products manufactured by a third party or developed in-house. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.



**EVM 3431 Emotionally Effective Leader (1 Credit)**

Did you know emotional and social skills are four times more important than IQ when considering success and prestige in professional settings? Emotional Intelligence (EI) can be confusing. What does it mean? Is it fluffy stuff or something really tangible? Now more than ever, employers and clients are seeking leaders who display emotionally intelligent thinking, decision making and actions. How do you know if you meet those requirements? Up until recently, EI was a “gut assessment” of someone’s ability to control their emotions or care about someone or something. Now, we have a valid and reliable way of understanding our emotional intelligence and that of others. We can even measure the EI of teams! It turns out EI is quite complex. Research has distinguished 12 components of EI including: self regard, self actualization, self awareness, emotional expression, assertiveness, independence, interpersonal relationships, empathy, social responsibility, problem solving, reality testing, impulse control, flexibility, stress tolerance and optimism. Want to know how you score in these areas? EI is a “talent” that, unlike IQ, can be learned and improved throughout one’s life. In the Emotionally Effective Leader Grind, you will have the opportunity to assess your own EI through a valid and reliable EI talent assessment. Revealing your strengths and weaknesses, you will learn how to build your own EI and maximize the magnitude of your impact within the organizations or teams you lead.

**EVM 3432 Getting to Know Your Customer (1 Credit)**

Developing lasting relationships with customers requires time and energy up front. You need to get to know who your customers are and what they value before they will develop lasting relationships with your brand. This course on Getting to Know Your Customer will introduce students to tools and data sources that can help with segmenting and targeting, developing personas that represent different customer groups.

**EVM 3433 The Sales Process for Entrepreneurs (1 Credit)**

Sales is all about getting a person to make a purchase. Each business needs a unique step-by-step sales process that aligns with the buyer’s journey. We will discuss the key aspects of the top, middle and bottom of a sales process: We will learn the key metrics and activities, both human and digital for sales teams in today’s modern world. We will learn about lead generation, prospecting, lead nurturing, deal qualification, designing a sales process, sales pipeline, and forecasting, managing customer relationships, negotiating, converting leads to clients. As a self-employed entrepreneur or as an employee who works for someone else, an innovative outlook and entrepreneurial mindset is key to solving the problems our companies and society face now, and in the future. Innovators are everywhere and can add value from any role or department within their company, for example: c-suite leaders, facilities staff, IT administrators, and human resource trainers. Innovators share common traits: they see emerging opportunities where others see hopeless problems, they solve problems with creative ideas, and they evaluate ideas for their merits and shortcomings. This course is designed to teach the tools, strategies, and mindset of an innovator to help students ideate, evaluate, and innovate quickly. Students will collaborate using proven strategies and techniques to solve problems in new and unique ways. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class meeting. There is a project that is due two weeks after the in-person class meeting.

**EVM 3435 How To Realistically Fund Your Business (1 Credit)**

Essential to most new ventures is the ability to raise capital (“funding”), initially from angel investors and then from venture capitalists (VCs). The capital raising process usually starts with the “pitch”, a presentation that is compelling, exciting, informative, and addresses what funds are required by the venture, how they will be used, and how the investor will financially benefit from their investment. But not all new companies are the same and the ways to fund starting a new business, business idea or a good old-fashioned startup are many. In this class we will discuss the different funding sources from a check from a friend or family member to loans, credit cards, equity investment, crowd funding and more. This course will help you learn how to identify and determine the best source capital for your business. You will also learn how to present and speak about basic and intermediate funding sources. We will define & review the basic elements of business funding while also listening to the perspectives of several entrepreneurs (small & big) and even a Venture Capitalist. You will ultimately work in groups around a hypothetical business idea. Please feel free to use an existing idea (particularly if you were in my pitch class) or feel free to choose one from the list I have posted in Canvas. Throughout class you and your group members will have several working session moments to create and draft your capital plan for your business.

**EVM 3436 High Performing Teams (1 Credit)**

Success in any business venture is often predicated on the strength of collaboration in and between high performing teams. But teams also come with their own unique set of challenges that can often hinder group productivity and cause friction, such as interpersonal issues, ambiguous goals and objectives, and competing agendas. There are techniques that team and group leaders can use to alleviate those challenges in the current era of volatility, uncertainty, complexity, and ambiguity. The High Performing Teams class is for students who are eager to build their capacity to connect as leaders more effectively and learn to leverage psychological safety to create cultures of connection where risk-taking leads to team success. Together we’ll explore how you can implement the latest trends in remote and hybrid team management in a post-COVID era as well as how to incorporate the principles of diversity, equity and inclusion (DEI) to improve team performance and cohesion. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3437 The Art of Branding: Design Tactics for Entrepreneurs (1 Credit)**

Join us on a journey of crafting compelling brands through a practical approach to design and strategy. This course immerses students in the brand design process, analyzing both successful and unsuccessful brand campaigns to extract valuable insights. By refining their aesthetic sensibilities, students will become adept at creating captivating designs. Leveraging cutting-edge digital technologies, students will master the creation of a brand style guide. In the final project, students will showcase their skills by developing a captivating style guide for a new or existing business, strategically positioning it in the market. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3438 How to Identify, Evaluate & Beat Your Competition (1 Credit)**

Every business has competitors, from large corporations, “main street” businesses, start-ups... they all compete for customers and market-share. Even The University of Denver competes for students. Leave The Competition Behind is for people who like to win and don't like to lose. In this class, you will study strategic frameworks and tools that you can use to identify, understand, and dissect your competitors, the levers that you can pull to beat them (like price, quality, service). We will identify and discuss front-line tactics you can use to outwork your competition. We will explore and discuss real life cases and personal stories from various industries to illustrate the key concepts used by professionals in competitive analysis and strategy. You will apply these concepts during the breakout sessions where we will take on the Media & Entertainment industry.

**EVM 3439 Social Entrepreneurship (1 Credit)**

Social entrepreneurship is simply applying entrepreneurship principles to societal challenges. This can be for-profit, non-profit, social business, or even not an official organization at all. The consistency across all these is the desire to make society better. Finding a problem that gives you purpose is a challenge in itself, as you cannot simply think about it. You need to create a life that allows you the freedom to find this purpose, and then successfully devote yourself to this purpose. In addition, if your goal is to make society better, you want to avoid the trap of working on one problem while actively contributing to others. So the ideal social entrepreneur creates an organization and life that offers a net improvement to society. This involves learning to “socially” manage others, environmental impact, finances, etc. The Social Entrepreneurship course is for people that are eager to improve the world. We will incorporate concepts from finance, management, psychology, and even neurobiology. You will learn how to find the problem you wish to work on, and how to be more successful in addressing that problem.

**EVM 3440 How to Effectively Negotiate in Business (1 Credit)**

Every day, and sometimes multiple times a day, we persuade and negotiate with people such as funders, classmates, friends, family members, potential employers, merchants, and coworkers. However, most of us know little about what it takes to be effective negotiators. This class teaches you proven methods to support your desire to reach principled agreements by broadening your basic negotiation skills. We will learn theory-driven negotiation skills, engage in simulated negotiations, and make concrete plans to conduct a future negotiation. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class meeting. There is a project that is due two weeks after the in-person class meeting.

**EVM 3441 How To Create A Business Startup Budget & Forecast (1 Credit)**

For many people creating and evaluating business budgets and forecasts is intimidating. This applied course is designed to demystify the subject as students study, create, and evaluate budgets and forecasts. This course will provide students tools as they create an entrepreneurial budget and forecast. In addition, you will learn about metrics that entrepreneurs, investors, and banks use to evaluate these financial materials. Along the way we will consider budgets for different types of businesses, including B2B, B2C, products, subscriptions, and services. We will cover budget topics such as unit economics, breakeven, margin analysis, customer acquisition cost, and marketing efficiency plus forecast topics like burn rates, scaling, margin creep, and north star metrics. Plus, we will touch on the basics of valuation and how budget materials relate to valuation.

**EVM 3442 Selling Online: Using Amazon as a Framework (1 Credit)**

Amazon has become the de facto tool for selling Consumer Packaged Goods (CPG) online. If you're not selling your product on Amazon, chances are that someone else is already doing it for you. Unlike real estate, Amazon squatters may have (and, retain) first-mover advantages in selling products and securing organic listing authority. Anyone planning to sell products for themselves or for an employer needs to understand the Amazon landscape. Amazon has become a ubiquitous metaverse for commerce. Everything known tangibly in bricks-and-mortar retail has a virtual analogue expected to move faster and cheaper, all while subject to the scrutiny of customer reviews. The Amazon eco-system includes an army of gig workers and service providers such as lawyers and marketing professionals, subject to the same constraints. Whether you wish to become a third-party seller on Amazon or plan to work for a CPG company, understanding the power of Amazon (and, related tools) has universal application. We plan to cover the risks of entering Amazon, the criteria to evaluate successful products, protecting your brand, organic and pay-per click strategies, third-party tools, and the broad market for trading in Amazon businesses. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3443 The Marketing Mix "Converting Prospects Across the B2B and B2C Buyer's Journey (1 Credit)**

How do people who have never heard of a product or company become loyal customers? Marketing leaders use a variety of tactics—from social media, digital advertising, content, customer service, reviews, emails, events, and more—to convert prospective customers to loyal ones. Converting prospects across the buyer's journey from awareness to consideration to purchase in a cost-effective manner is core to every B2B and B2C marketing campaign. During this Sprint we will learn the key elements of the marketing mix and the stages of the buyer's journey they apply to. We'll showcase common tactics and metrics used at each stage, and focus on the importance of using attribution data to improve the effectiveness of each conversion. We will also evaluate how marketing and sales leaders effectively partner across the buyer's journey, learn how the marketing mix can vary across B2B and B2C organizations, and showcase organizations that have developed highly effective marketing mixes. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3444 Using Sustainability to Drive Innovation (1 Credit)**

Want to learn how to make a difference in the world using Sustainability? This course is designed to give you the entrepreneurial skills to incorporate sustainability into a company's products, services, and day to day operations. If you want to learn how to innovate and develop sustainability initiatives that make massive societal and environmental impacts while tackling current challenges like climate change, water scarcity, equity & inclusion, this course is for you. This course provides an essential overview of the challenges that our planet and society are facing and provides you the tools you'll need to ignite your sustainable business vision and bring it to reality. If you have a passion for making a positive impact in the world and an entrepreneurial idea for a new business or a product or business solution within an existing company, come join us! Students will walk away with a working knowledge of sustainability issues and the tools to build sustainable programs into new and existing business ventures that address both a societal and market need. At the end of this sprint course, students should feel empowered with the ability to incorporate sustainable thinking into whatever their future careers hold – whether that be an entrepreneurial venture, the development of a new product, or helping businesses drive business value through sustainability. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class. Cross Listed with EVM 4444.

**EVM 3445 Life Design for Entrepreneurs (1 Credit)**

Building a meaningful life doesn't just happen - it happens on purpose. In this Life Design for Entrepreneurs sprint you will approach the challenge of designing your life as an entrepreneur the way a designer would - through empathy, experimentation, wayfinding, prototyping, and action planning. You will participate in highly interactive workshops tailored specifically for entrepreneurs, explore the social and personal narratives that shape your perspectives, and practice ways to reframe problems. A key outcome of this sprint is your design of three possible future paths as an entrepreneur – Odyssey Plans – for your life and career ahead. You will develop tangible ways to move forward and leave with an action plan with accountability. Through hands-on exercises, small group discussions, collaborative ideation, and personal reflection, this course will support the application of design thinking concepts, tools, and practices – all geared to empower self-discovery and design of your career and life as an entrepreneur. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3446 Entrepreneurship in the Arts (1 Credit)**

Whether you are a visual artist, musician, dancer, or other member of the arts community, entrepreneurial capabilities will be crucial for monetizing your artistic mission and interests. In this class, we will explore how to find gigs, successfully manage your arts-focused endeavors as a profitable business, negotiate compensation, and channel a range of experiences into career development. In addition to ensuring this foundational knowledge, we will go beyond entrepreneurial basics to help you develop the tools to support your artistic and entrepreneurial endeavors. We will bridge the gap between artistic and business training to provide an expanded perspective on arts entrepreneurship. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class. Cross listed with EVM 4446.

**EVM 3447 Produce Professional Videos with Your Phone (1 Credit)**

Anyone with a phone and an Internet connection can "shoot" and upload a video to a variety of social media platforms (Instagram, Tik Tok, YouTube, etc). Yet, many of these videos are overlooked due to their poor production, amateurish editing, and lack of a promotion plan. This "Sprint" is designed to introduce you to the world of professional phone videography and editing. Topics covered will include: getting the most out of your phone's camera (software and techniques), useful accessories for your phone camera, recording professional audio on your phone, editing video on your phone and connecting your phone to a larger editing system. Strategies for producing product videos, pitch videos, branded content, and entertainment focused media will be discussed. When you complete this course, you will be able to produce highly spreadable and professional looking videos with little more than your phone camera. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class.

**EVM 3448 Navigating the Gig Economy: Turn Your Passion into Profit (1 Credit)**

Through the emerging gig economy, individuals have many opportunities not previously available to them. Many are turning hobbies, skills, and passions into income-generating side hustles, supplementing their regular income, achieving a flexible work-life balance, experiencing an easier financial transition into a new career, having extra time to obtain additional education, or growing a side hustle into a new business venture. Gig workers provide temporary, short-term services or products to consumers, and over the next five years, this economy is expected to grow from 35% to 50%. As the entire U.S. economy continues to rely less on employees and more on technology, the decline in traditional employment requires a shift in how individuals make money. Whatever your goals, let's turn what you are already good at into a profitable activity that brings additional flexibility and independence to your life. This sprint provides a thorough understanding of the gig economy, including the benefits, challenges, opportunities, and, ultimately, how one can succeed as a gig worker. At the end of this sprint, students will be ready to participate in the gig economy by learning how to leverage freelancing platforms, develop a gig economy pitch, manage finances as a freelancer, enhance marketability, and ultimately understand gig work. This Sprint has asynchronous work that is available 2-weeks prior to the in-person class. The asynchronous work, up to 40% of the total work for the class, is required to be completed prior to the in-person class. There is a post class project that is due two weeks after the in-person class. Cross listed with EVM 4446.

**EVM 3700 Real Business Cases in Entrepreneurship (4 Credits)**

The Real Business course is designed to provide students with an opportunity to examine entrepreneurial business challenges through case studies, guest speaker, discussions and field experience. In addition to standard entrepreneurial start-ups, the course will cover international start-ups, gender issues relating to start-ups as well as fostering an entrepreneurial spirit in large organizations. Throughout the course, entrepreneurship will be examined from the perspective of business challenge as well as career choice. Prerequisites: EVM 3351 and degree checkpoint 2.

**EVM 3704 Topics in Innovation and Entrepreneurship (1-4 Credits)**

This course is custom designed to address topics that are currently in demand, such as social entrepreneurship, financing the startup after the Wall Street greed bust, finding angel investors and venture capitalists in Colorado, preparing for a pitch to investors, moving beyond startup stage, and others.

**EVM 3710 Innovation/Creativity-Business (4 Credits)**

This course is about identifying and creating customer needs, looking for innovative ways to address these needs, and pursuing those approaches that appear to have real profit potential. There are exercises to address and stimulate creativity, discussion of organizations that are considered to be creative businesses, and critical evaluation of the hurdles they face and the techniques they use. The course also includes innovative approaches to organizational effectiveness. Cross listed with EVM 4710. Prerequisites: LGST 2000 and degree checkpoint 2.

**EVM 3980 Entrepreneur Internship (0-4 Credits)**

Initial for-credit entrepreneur internship experience for students pursuing a business major and/or entrepreneurship minor, creating the opportunity to acquire meaningful work experience in a supervised, practical setting. Prerequisite: BUS 1440 (minimum grade of C-).

**EVM 3991 Independent Study (1-10 Credits)**

Student devises and completes a special learning project under faculty supervision. Topic and outline must be approved by supervising instructor and department.

## Environmental Awareness LLC (EALC)

**EALC 2001 ESLLC: Local and Regional Environmental Issues (1,2 Credit)**

This course introduces students to Denver and the Front Range region as we investigate the current environmental issues this region faces today. We explore Denver's environmental framework through visits to environmental non-profits and sustainable business, as well as by engaging in collaborative sustainability initiatives on our campus. Excursions to places such as Old South Pearl Street and historic Lower Downtown allow us to trace Denver's past through geological and historical lenses. Restricted to Environmental Sustainability LLC students.

**EALC 2002 ESLLC: The Impact of Development on the Environment (1,2 Credit)**

This course takes a detailed look at human/environmental interactions, with particular emphasis on the explosive population growth and pressures on the global water supply. We discuss the demand on water globally and locally to further demonstrate the impacts of development. Restricted to Environmental Sustainability LLC students.

**EALC 2003 ESLLC: Energy in American Society (1,2 Credit)**

This course examines key issues surrounding energy in American society. Using Colorado's environment as a backdrop, students learn about the different types of conventional, alternative and renewable energy as well as the associated benefits and risks that each option presents. We explore these associated benefits and risks from the raw materials used to create energy all the way to the outputs of energy consumption. Restricted to Environmental Sustainability LLC students.

## Environmental Science (ENVI)

**ENVI 2660 Environmental History of Sonora & Baja Mexico (5 Credits)**

Geography and ecology of desert southwest emphasizing Mexican states of Sonora, Baja California del Sur and Baja California. Traveling by van and lodging in tents, trip covers 3,500 miles, offers hands-on experience with principles and problems of physical geography and ecology in desert environments. Offered only during Interterm.

**ENVI 2950 Topics in Env. Science (1-4 Credits)**

An in-depth coverage of a specific environmental issue, topic, or problem. Topics vary with instructor.

**ENVI 3000 Environmental Law (4 Credits)**

Purpose and applications of federal laws pertaining to environmental protection, including NEPA, RCRA, CERCLA, and Clean Water and Clean Air Acts; addresses role of states in implementation of federal environmental laws.

**ENVI 3991 Independent Study (1-5 Credits)**

Study of a topic not covered in existing course offerings. May be used for work completed in off-campus internships that focus primarily on the mastery of existing knowledge.

**ENVI 3995 Independent Research (1-5 Credits)**

Original research in environmental science topic under sponsorship of a faculty member; applicable to studies that focus primarily on discovery of new knowledge through application of scientific method.

**ENVI 3999 Environmental Science Internship (1-5 Credits)**

Supervised internship in a state, local, or federal office or in the private sector. Prerequisites: 15 quarter hours in the environmental science major and approval of supervising faculty. Maximum of 5 quarter hours total.

## Environmental Studies (ENVU)

### ENVU 3100 Environmental Law, Regulations and Policy (4 Credits)

There has been explosive growth in environmental regulation in the United States in the last fifty years. In order to function in the environmental field or in other fields in which familiarity with environmental regulation is important, a professional needs to understand the policy context for environmental regulation, as well as have general familiarity with the major environmental laws, their applications and mechanisms. This course is an introductory survey of major federal environmental laws. This course reviews concepts of the English and American common law as they relate to the development of United States environmental law. Students learn the policy objectives, as well as the major provisions and approaches of the National Environmental Policy Act (NEPA), the Clean Water Act, the Clean Air Act, the Resource Conservation and Recovery Act (RCRA), the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), and the United States approach to regulation of chemicals. Other laws are described as they relate to concepts in the above. Students also learn the roles and relationships of different branches and levels of government in assuring environmental protection.

### ENVU 3150 Environmental Decision-Making (4 Credits)

This course provides a broad introduction to environmental decision-making processes with emphasis on understanding the step by step methodologies that can be applied in a number of diverse situations. The class combines analytical methods drawn from the decision sciences and applied ecology with insights from cognitive psychology. By analyzing a series of exigent environmental issues, students learn how to apply appropriate decision methodologies to both complex and simple environmental decisions. The elements of normative, descriptive, and perspective decision strategies are introduced, and students gain hands on experience applying these three decision strategies in different environmental contexts. Decision biases as well as choice architectures are presented, and the implications of personal values, beliefs, and principles for effective decision making are explored.

### ENVU 3200 Ecology and Ecosystems (4 Credits)

This course is intended to provide a basic but firm understanding of the science of ecology from an ecosystem perspective. Students examine the ways in which those underlying principles and knowledge describe the world, how ecosystems function, and what services those systems and the discipline provide to mankind and the earth. Ecology as a scientific discipline has existed for more than a century, but in recent years has become increasingly important for understanding the basis and possible solutions to a myriad of environmental issues. Overall, this course provides the basic vocabulary and the underlying principles that give the science of ecology and ecosystems form and function.

### ENVU 3250 Natural Resource Management (4 Credits)

Successful natural resource management requires effective multi-disciplinary planning integrating biological, physical, economic, and social sciences using components of human created constructions such as natural resource policies, guidelines, and collaborative planning procedures. A basic premise of the course is that the concept of "natural resources" is human defined and its management is to enhance resource use while maintaining ecological integrity. The emphasis is on the interdisciplinary planning and project implementation for the management of natural resources for desired future outcomes.

### ENVU 3300 Sustainability Issues and Solutions (4 Credits)

This course is designed to familiarize students with basic concepts, principles and issues geared toward sustainability, and to provide working tools for sustainability planning. The three major interactive dimensions of sustainability are delineated ( ecological sensitivity, social responsiveness and economic responsiveness) and cover case study examples. A Sustainability Lifecycle Analysis is developed to provide a guide for understanding sustainability and identifying sustainability intervention points for optimizing sustainability initiatives. While sustainability is a strong interdisciplinary subject, the course addresses sustainability in specific sectors, including energy, food, housing, financial services, urban planning, transportation and manufacturing. With those areas in mind, coursework centers on student development of sustainability plans in areas of special interest, including workplace, community of household.

## Finance (FIN)

### FIN 2800 Financial Decision Making (4 Credits)

Basic financial principles and analytical skills including ratio analysis, breakeven analysis and leverage, net present value, internal rate of return, and standard forecasting techniques. Prerequisites: ACTG 2200 and admission to Daniels.

### FIN 3030 Personal Finance (4 Credits)

This course provides an overview of topics that are critical to lifetime personal financial planning, which is especially important as a college student and young professional. Main topics in this course include: Principles of Taxation, Basics of Estate Planning, Lifetime Asset Allocation, Principles of Insurance, Proper Debt Management, the Real Estate Housing Decision and College Financial Planning. Prerequisite: FIN 2800 or permission of the instructor.

### FIN 3060 Life Cycle -Financial Planning (4 Credits)

This course is one of the intermediate courses for the wealth management track. Students who are interested in pursuing the Certified Financial Planner™ designation should take this course. Study will focus on several aspects of personal financial planning: goals, cash management, budgeting, investing, taxation and estate management. Prerequisite: FIN 3030.



**FIN 3090 Wealth Management (4 Credits)**

This course covers topics such as the Financial Planning Process, Insurance Basics, Investment Basics and Strategies, Retirement Planning, and Estate Planning. We are pleased to work with the College for Financial Planning (CFFP), located in Denver, to provide instruction from their "The Foundations of Financial Planning" program. This course can lead to the Financial Paraplanner Qualified Profession™, which will be a valuable addition to your resume.

**FIN 3110 Financial Institutions (4 Credits)**

FIN 3110 provides a comprehensive analysis of financial institutions and how they operate within the markets. Topics include the management of commercial banks and other financial institutions and their relationship to money and capital markets. Keeping up with current events is integral to this course, as the course evolves alongside current events. Prerequisites: C- in FIN 2800.

**FIN 3120 Commercial Bank Management (4 Credits)**

This course attempts to study the changing environment within which banks operate and develop solutions to current bank management problems. FIN 3120 is designed for students who want to learn more about the commercial banking industry, the impact of the economic environment, managing interest rate risks, services provided, changing regulations, and the vast array of current challenges facing the industry. Prerequisite or Co-requisite: FIN 3110.

**FIN 3150 Advanced Business Valuation (4 Credits)**

Business valuation is at the heart of intelligent decision-making in many areas of finance and business -corporate finance, investment banking, private equity, venture capital, investment management, entrepreneurial finance, estate planning, and financial litigation. This course covers the advanced topics related to business valuation in both a conceptual and practical framework. Students will be exposed to sound practices and the latest developments in valuation at the core of financial professions.

**FIN 3200 Corporate Financial Problems (4 Credits)**

This course is an advanced study of the theory, concepts, and techniques applied in managerial finance. The major focus will be on how managers of corporations create value for their shareholders through asset investment decision, such as capital investment decisions and lease or buy decisions. This course aims to use the application of corporate financial theory in "real world" problems and uses Excel spreadsheets, Excel solver, as well as financial calculators. Prerequisite: FIN 2800.

**FIN 3210 Corporate Financial Theory (4 Credits)**

This course provides an expansion to FIN 3200 to include mergers and acquisitions, risk analysis, valuation and capital structure, corporate financial planning, and financial applications of decision theory. Prerequisite: FIN 3200.

**FIN 3230 Entrepreneurial Finance (4 Credits)**

FIN 3230 focuses on the financial aspects of small and emerging businesses. This course places an emphasis on the new enterprise, funds acquisition and valuation. Upon completion of FIN 3230, students will be able to differentiate between the challenges faced by small businesses compared to large businesses, describe stages of development of a business, calculate the value of an emerging business, among other topics. Prerequisite: FIN 3200.

**FIN 3300 Investments (4 Credits)**

This course provides a survey of marketable securities, markets, regulation, and risk and return measurement alongside an introduction to fundamental and technical analysis. This is an introductory investment course that will provide a sound basis for making and evaluating investment decisions. This course is essential for students who want to become investment professionals, but it will also help with personal investing. Prerequisite: FIN 2800.

**FIN 3310 Equity Analysis (4 Credits)**

FIN 3310 is an advanced course that focuses on the analysis of equity securities. The curriculum is primarily derived from the Candidate Body of Knowledge (CBOK) from the Chartered Financial Analyst® (CFA) Program. The CFA Institute regularly surveys practicing investment experts to develop a CBOK that reflects the knowledge, skills, and abilities of a generalist investment practitioner with four years of experience. Prerequisite: FIN 3300.

**FIN 3330 Equity Portfolio Management (4 Credits)**

This course is designed to give students an introductory understanding of the portfolio management process including concepts related to defining an investment philosophy and portfolio objectives, how to translate it into a suitable, realistic and disciplined investment strategy, understand the various methods used to construct portfolios and discuss implementation related issues, as well as measuring and analyzing portfolio performance and risk exposures. Practical implementation of this process will be done in the context of an equity portfolio but other asset classes will be discussed.

**FIN 3340 Fixed Income Securities (4 Credits)**

Fixed income markets are huge and constantly growing. In order to succeed in the financial profession, it has never been more important to understand how these markets work. Additionally, understanding the many factors at play in the fixed income market will develop your skills that are applicable to all areas of investments and risk management as well as greatly improve your understanding of how some of the most significant financial institutions work. Prerequisite: FIN 3300.

**FIN 3360 Analysis of Derivatives (4 Credits)**

The objective of this course is to provide a theoretical foundation for the pricing of contingent claims and for designing risk-management strategies. It is intended for students who have a more quantitative background and are interested in enhancing their knowledge of the way in which derivatives can be analyzed. This course covers: option pricing models, hedging techniques, trading strategies, portfolio insurance, value-at-risk measure, multistep binomial trees to value American options, interest rate options, and other exotic options. Prerequisites: FIN 3300.



**FIN 3410 Multinational Financial Management (4 Credits)**

This course provides a survey and analysis of financial management within an international arena. It covers Eurodollars, Euromarkets, and foreign currencies. Prerequisite: FIN 2800.

**FIN 3500 Financial Modeling (4 Credits)**

FIN 3500 focuses on the construction and development of financial models from corporate finance, investments, and financial markets. It is intended for students who have basic familiarity with Excel, but are not necessarily familiar with R. The course addresses advanced topics such as pro-forma modeling in Excel and uncertainty modeling and portfolio optimization using R. Prerequisite: C- in FIN 2800.

**FIN 3610 Financial Forecasting (4 Credits)**

This course focuses on methods of forecasting both economic and financial variables. Emphasis will be placed on techniques used by business and forecasters. Cross listed with STAT 3620, STAT 4783. Prerequisite: FIN 2800.

**FIN 3700 Topics in Finance (0-4 Credits)**

Exploration of various topics and issues related to finance. Prerequisite: FIN 2800.

**FIN 3710 Reiman Fund I (4 Credits)**

This course is a practical portfolio management class designed to cover the major areas of the investment management lifecycle. This course focuses heavily on learning and using leading industry data and analytical tools to support the investment decision-making process in a live portfolio environment. The class recommendations and decisions are implemented in the Reiman Fund portfolio. This is an elective course that is the first in the series of classes involving the Reiman Fund portfolio. Prerequisite: FIN 2800 and instructor's permission.

**FIN 3720 Reiman Fund II (4 Credits)**

This course is a practical portfolio management class designed to cover the major areas of the investment management lifecycle. This course focuses heavily on learning and using leading industry data and analytical tools to support the investment decision-making process in a live portfolio environment. The class recommendations and decisions are implemented in the Reiman Fund portfolio. This is an elective course that is the second in the series of classes involving the Reiman Fund portfolio. Prerequisite: FIN 3710 (minimum grade of C-).

**FIN 3730 Reiman Fund III (4 Credits)**

This course is a practical portfolio management class designed to cover the major areas of the investment management lifecycle. This course focuses heavily on learning and using leading industry data and analytical tools to support the investment decision-making process in a live portfolio environment. The class recommendations and decisions are implemented in the Reiman Fund portfolio. This is an elective course that is the third in the series of classes involving the Reiman Fund portfolio. Prerequisite: FIN 3720 (minimum grade of C-).

**FIN 3800 Organized Walk Down Wall Street (0-4 Credits)**

This course provides the opportunity to learn and reinforce financial concepts, tools, methodologies, and practices used by Wall Street professionals in the finance industry. After preparatory classes in Denver, students will spend a week in New York visiting and learning from investment bankers, leveraged lenders, individuals in private equity, and asset managers. Prerequisites: FIN 2800 and instructor's permission.

**FIN 3885 Investment Banking and External Financing (4 Credits)**

This course is an advanced Corporate Finance course, focusing on the activities involved in investment banking and the decisions by companies related to external sources of financing. There will be a mix of theory and practice, with many outside speakers providing insight into the practice component. Topics will include business valuation, mergers and acquisitions, startup financing, angel investing and venture capital, bank loans, private equity, stock issuance, and going private.

**FIN 3980 Finance Internship (0-10 Credits)**

Practical experience (field study); requires written report. Prerequisites: FIN 2800 and instructor's permission.

**FIN 3991 Independent Study (1-4 Credits)**

Independent research/study; requires written report. Prerequisites: FIN 2800 and instructor's permission.

## First-Year Seminar (FSEM)

**FSEM 1111 First Year Seminar (4 Credits)**

First Year Seminar topics reflect the intellectual passions of the faculty who lead them. Seminars introduce students to the rigorous academic expectations of university-level work; as small, highly interactive courses, they help students improve skills in one or more of the following areas: writing, quantitative reasoning, critical thinking, presentation and argument, and/or information literacy. The instructor of the seminar serves as the student's mentor for the student's entire first year. This course is required for all first-year students.

## French (FREN)

**FREN 1001 Français élémentaire (4 Credits)**

Connect with the diverse population around the world that uses French by developing practical communication skills and by learning about other cultural perspectives than your own to develop global insight and the foundations of intercultural awareness. Acquire the necessary competencies to interact in French with people from other countries, and from your own. In each unit, students will assume the role of a job applicant related to the material studied and will use their French communication skills in fun, practical, hands-on ways both in and out of class. First quarter in a three-quarter sequence. FREN 1001 is designed for students with no previous French experience. Students with more than 2 years of high school French must take the placement exam and enroll in a higher-level course.

**FREN 1002 Français élémentaire (4 Credits)**

Connect with the diverse population around the world that uses French by developing practical communication skills and by learning about other cultural perspectives than your own to develop global insight and the foundations of intercultural awareness. Acquire the necessary competencies to interact in French with people from other countries, and from your own. In each unit, students will assume the role of a job applicant related to the material studied and will use their French communication skills in fun, practical, hands-on ways both in and out of class. Second quarter in a three-quarter sequence. Prerequisite: FREN 1001 or equivalent.

**FREN 1003 Français élémentaire (4 Credits)**

Connect with the diverse population around the world that uses French by developing practical communication skills and by learning about other cultural perspectives than your own to develop global insight and the foundations of intercultural awareness. Acquire the necessary competencies to interact in French with people from other countries, and from your own. In each unit, students will assume the role of a job applicant related to the material studied and will use their French communication skills in fun, practical, hands-on ways both in and out of class. Third quarter in a three-quarter sequence. Prerequisite: FREN 1002 or equivalent.

**FREN 1988 Study Abroad Resident Credit (0-18 Credits)****FREN 2001 Français du deuxième degré (4 Credits)**

Grammatical structures, conversation and reading of cultural and literary materials. First quarter of a three quarter sequence. Prerequisite: FREN 1003 or equivalent.

**FREN 2002 Français du deuxième degré (4 Credits)**

Grammatical structures, conversation and reading of cultural and literary materials. Second quarter of a three quarter sequence. Prerequisite: FREN 2001 or equivalent.

**FREN 2003 Français du deuxième degré (4 Credits)**

Grammatical structures, conversation and reading of cultural and literary materials. Third quarter in a three quarter sequence. Prerequisite: FREN 2002 or equivalent.

**FREN 2100 Ecrire, lire et parler (4 Credits)**

Writing, discussion and reading based on a topic or topics in French and Francophone cultures. Close attention paid to paper-writing skills. Prerequisite: FREN 2003 or equivalent.

**FREN 2301 Capitalism vs. Socialism: Emile Zola (4 Credits)**

This course analyzes the complex interrelationship between the economic ideologies and practices of capitalism and socialism in the works of the nineteenth-century French novelist Émile Zola. Three novels in which these themes are a major driving force of the action will be studied. In the first, *Germinal*, the capitalist system is viewed from the outside by poor, oppressed workers who feel victimized by it. In the second novel, *Money*, the author delves into capitalism at its very heart, the Stock Exchange of Paris. He explores all its machinations but also shows the growing cracks in the system as socialist protestations make inroads at the top. The third work, *The Ladies Paradise*, proposes a possible reconciliation of capitalism and socialism, inspired in part by the writings of French socialist thinkers earlier in the century. In a new era department store, workers' rights and commercial profit are seen to be mutually beneficial. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**FREN 2302 The French Shakespeares: From Feudalism to Absolutism in 17th-Century France (4 Credits)**

This course studies the works of the three leading French playwrights of the seventeenth century: the tragedians Pierre Corneille and Jean Racine and the comic genius Molière. Each of these authors explores various forms of power play that played an important role in the society of their time. These include competitions for political dominance between the feudal aristocracy and an increasingly absolutist monarchy, between the same aristocracy and an emerging middle class, allied with the monarchy, between women and men in their conflicting assertions of rights and privileges, between traditional religion and modern secularism, between the established church and Protestants, between rival liberal and conservative factions within the established church, and between Christian Western Europe and the Muslim Ottoman Empire. Students will read and analyze two plays by each of the three dramatists. This course counts toward the fulfillment of the Analytical Inquiry- Society and Culture requirement.

**FREN 2303 Victor Hugo: Les Misérables and The Hunchback of Notre-Dame (4 Credits)**

The course deals with two famous novels by Victor Hugo: *Les Misérables* and *The Hunchback of Notre-Dame*. Though written in the nineteenth century, these works explore themes that are relevant in contemporary society, like racism, sexism, injustice, marginalization, and poverty. *Les Misérables* is the story of a man, Jean Valjean, a victim of social injustice who redeems himself to become a generous humanitarian, saving himself and everyone around him. This novel explores many social issues and calls out for reform. Discrimination against women and their mistreatment by a paternalistic system is a major theme. The inhuman exploitation of the poor, the homeless, and the marginalized is another major subject. This exploitation can lead to extreme suffering for some people and to criminal behavior for others. Hugo emphasizes the influence of the spiritual in human life. Individuals, even emperors like Napoleon, are invited in different ways to respond to divine love, but some are more able to do so than others. Hugo wrote *The Hunchback of Notre-Dame* to inspire the French public to save the famous cathedral, almost destroyed recently, from demolition back in the 1830s. He tells the story of Esmeralda, a beautiful, kindhearted, and talented young woman, who is a victim of discrimination and persecution because she is a woman and a person of color. She is loved by four men, each of whom contributes, wittingly or unwittingly, to her ultimate destruction. The cathedral itself and the Blessed Lady for whom it is named (Our Lady of Paris) are also major characters. The author shows that the same injustices, inequalities, and prejudices that he tried to combat in his own time already existed in the Middle Ages. Students will refine their critical reading and writing skills as well as substantially develop their argumentative skills. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**FREN 2400 Communication à l'écrit et à l'oral (4 Credits)**

This course features intensive practice in spoken and written French, combined with study of a topic in French and Francophone literature and culture. The course also serves as an introduction to critical analysis and appreciation of French and Francophone literary texts. Courses at the FREN 2400 through 2701 level combine introductory study of a topic in literature and/or culture with grammar review and advancement in French language skills. Prerequisite: FREN 2003 or equivalent.

**FREN 2500 Qu'est-ce que la littérature? (4 Credits)**

Introduction to critical analysis and appreciation of French and Francophone literary texts. Critical examination and questioning of the conventionally recognized literary genres of fiction, poetry, and theater. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: FREN 2400 or equivalent.

**FREN 2501 La Nature et les animaux (4 Credits)**

Nature and animals: as seen, imagined, and understood by humans. Literature has long made plants, landscapes, birds, and other animals into part of a human story. Through readings of French and Francophone literary texts, we will reflect on the various relationships that we construct with animals and nature. Works studied may include fables where animals serve to voice social values (La Fontaine) and poetry in which natural elements are symbolic of human concerns. But other works in this course will take a different approach: confusing or toppling the "normal" places occupied by humans and animals. Our discussions will occasionally touch on contemporary issues of environmental concern. This course may be taken in addition to other courses in the 25-series. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: FREN 2400 or its equivalent.

**FREN 2502 La France et ses autres mondes (4 Credits)**

FREN 2502 La France et ses autres mondes (4 Credits) This course reexamines the historical relations and power dynamics between France and its "other" worlds. How and why has France built and maintained its empire in Africa, Asia, and the Americas? How do the leaders of the Francophone world cope with the politics of hegemony put in place by the (ex)rulers? How do the former question and reject the latter in their quest for self-affirmation and nation building before, during and after independence? Our wide range of Pan-Francophone textual and filmic selection from prominent writers and filmmakers will help us answer these questions and classic and newly emerging notions of civilizing mission, Francophonie, Francosphere, postcolonialism, neocolonialism, Afropeanism and Afropolitanism. This course is conducted in French. It counts toward Analytical Inquiry: Society and Culture. Courses at the FREN 2400 through 2701 level combine introductory study of a topic in literature and/or culture with grammar review and advancement in French language skills. Prerequisite: FREN 2003 or equivalent.

**FREN 2503 La Satire (4 Credits)**

This course is an introduction to satire in French and Francophone literature. A classical literary technique of denunciation, satire has been recently adopted and adapted in popular televised shows (Les Guignols de l'info in France, Kouthis Show in Senegal, SNL in the US) to recapture important sociopolitical events throughout the world. In our selection of literary texts, films, and sketches such as we will analyze why and how authors make use of satire to denounce the most prevailing problems faced by French and Francophone societies at given times of their historical trajectories. Courses at the FREN 2400 through 2701 level combine introductory study of a topic in literature and/or culture with grammar review and advancement in French language skills. Prerequisite: FREN 2003 or equivalent. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**FREN 2504 La Culture au Cinema (4 Credits)**

We will read and interpret contemporary French feature films and other related journalistic or literary texts. We will analyze the ways in which the directors/authors of such films/texts understand and represent a certain notion of "French" culture, in general, and its diverse and varied expressions, in particular. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisites: FREN 2400, 2500 or any FREN 26XX course.

**FREN 2701 Sujets spéciaux (4 Credits)**

Selected topics in French or Francophone literature and/or culture. May be repeated for credit. Prerequisite: FREN 2400 or equivalent.

**FREN 2988 Study Abroad Resident Credit (0-18 Credits)****FREN 2988S Study Abroad Resident Credit (0-18 Credits)****FREN 3110 La Grammaire à l'oeuvre (4 Credits)**

Our most advanced language course, students perfect their knowledge of French grammar in all of its intricacies. Written and oral practice. Prerequisites: FREN 2500, FREN 2501, FREN 2503 or FREN 2701.

**FREN 3150 L'Art de la traduction: français-anglais et vice versa (4 Credits)**

In this course you will study techniques of translation from French to English and from English to French. There will be lots of practice which will allow a thorough review of French grammar. In addition, by translating texts we become more aware of the complexities of both English and French, and attuned to the working of literary or other styles of language. The course includes some study of theories of translation or commentaries on its cultural implications or its history. There will be time for reflection on the broader implications of translation such as intercultural understanding, differences, the question of what is a "faithful" translation, or the experience of living bilingually or in cultural translation Prerequisites: FREN 2500, FREN 2501, FREN 2503 or FREN 2701.

**FREN 3501 L'Afrique aux Antilles (4 Credits)**

FREN#3501 L'Afrique aux Antilles (4 Credits) This seminar examines the literary and political enterprises undertaken by Francophone Caribbean novelists, essayists, filmmakers, and artists in re-rooting/routing Africa in the Caribbean. We will particularly focus on how and why the Afro-Caribbean tradition is captured in the distinctive movements of Negritude, Antillanité and Créolité. We will use the latter as standpoints from which to examine the affective, historical, and political implications of Africa in the social lives of Caribbean people. We will also discuss the visions and stances of these writers and theorists on the Black Experience and the correlations that exist between the historical and the fictional in essays as well as novels and films. The seminar is conducted in French and emphasizes discussion, writing and critical thinking. Courses at the FREN 3150 through 3701 level combine a seminar approach to a topic in literature and/or culture with advanced language study, including translation, grammar, or other exercises. Prerequisite: 8 credits of courses numbered 2400-2701 or their equivalent.

**FREN 3504 Identité et Altérité (4 Credits)**

This course offers an examination of the complex notions of Self and Other in contemporary texts in French and Francophone Studies at a crucial time when the political debate on national identity reemerges in the West in general and in France in particular. Two fundamental questions have been at the center of the national debate in France: "Pour vous, qu'est-ce qu'être français aujourd'hui?" [For you, what does it mean to be French today?] and "Quel est l'apport de l'immigration à l'identité nationale?" [What is the contribution of immigration to national identity?]. These "controversial" questions subtly divide France into La France française [French France] and La France étrangère [foreign France]. Our textual and filmic selection features writers and filmmakers from France and the Francophone world who address these aforementioned issues by analyzing the power dynamics between the Self and the Other, the Français/es de souche [People of French descent] and the Immigré/es français/es [French Immigrants].

**FREN 3505 Masques du moi (4 Credits)**

Qui suis-je??? The question of self, identity, and discovering "who I am" has preoccupied many writers, filmmakers, or other artists. Identity, or one's sense of self, can be shaped by families, personal experiences, or social and historical forces. Writers might recount the "true" facts of their lived experience or mix in some fictions as they fashion a story of the self. This course will explore the diverse ways that autobiography and others ways of "writing the self" represent the relation of self, world and word. Examples will come from French and Francophone contexts. The class is conducted all in French and emphasizes discussion, writing, and critical thinking. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: Two courses in the 25XX series or their equivalent.

**FREN 3507 Auteurs classiques (4 Credits)**

A comprehensive and analytical study of women authors of France from the Middle Ages to 2000. Courses at the FREN 3150 through 3701 level combine a seminar approach to a topic in literature and/or culture with advanced language study, including translation, grammar, or other exercises. Prerequisites: 8 credits of courses numbered 2400-2701 or their equivalent.

**FREN 3701 Séminaire (4 Credits)**

Selected authors, literary movements and genres in French-speaking world. May be repeated for credit. Prerequisite: FREN 2500.

**FREN 3980 Internship (1-4 Credits)****FREN 3988 Study Abroad Resident Credit (0-18 Credits)****FREN 3991 Independent Study (1-4 Credits)****FREN 3998 Undergraduate Honors Thesis (1-4 Credits)**

## Gender and Women's Studies (GWST)

**GWST 1015 Voice and Gender (4 Credits)**

In this course, students explore gender in personal and political contexts with the intent of developing their individual voices in these arenas. Students learn to express creatively their voice through strengthening both their written and oral communication skills. The course also discusses gender issues prevalent in today's society and significant moments in rhetorical history that have impacted these issues. Cross listed with COMN 1015.

**GWST 1112 Introduction to Gender and Women's Studies (4 Credits)**

This course provides an introduction to the discipline of gender and women's studies. All cultures engage in a complex process of assigning cultural values and social roles which vary according to the cultural environment in which human interaction occurs. Among these, the process of translating biological differences into a complex system of gender remains one of the most important. Gender and women's studies aims to understand how this process of 'gendering' occurs, and its larger effects in society. This course also explores how this system of meaning relates to other systems of allocating power, including socioeconomic class, social status, ethnicity, religion, sexuality, and nationality. Using this lens, this course explores contemporary social developments and problems. Gender and women's studies is about studying, but it is also about meaningful engagement with the world. This class presents students with a variety of types of texts from sociological articles to literary fictions and documentary and fictional cinema to explore gender from many different directions. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GWST 1988 Study Abroad Resident Credit (0-18 Credits)****GWST 2212 Gender, Communication, Culture (4 Credits)**

This course considers how gender is created, maintained, repaired, and transformed through communication in particular relational, cultural, social, and historical contexts. This course is designed to help students develop thoughtful answers to the following questions: what is gender, how do we acquire it, how do cultural structures and practices normalize and reproduce it, and how do we change and/or maintain it to better serve ourselves and our communities? Throughout the term, the class explores how dynamic communicative interactions create, sustain, and subvert femininities and masculinities "from the ground up." This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is cross-listed with COMN 2210.

**GWST 2215 Selling Sex, Gender and the American Dream: 1950 - Present (4 Credits)**

This introductory course analyzes how commercial culture has evolved into the defining cornerstone of American life over the last sixty years. The first half of the quarter will examine the key historical movements including the Cold War, the Civil Rights/Women's and Gay Liberation movements and investigate how women, ethnic minorities, and members of the LGBTQ community evolved into important "consumer citizens" in the United States. The second half of the quarter will examine these same social groups from a contemporary perspective, and the degree that globalization, "multiculturalism" and "going green" have emerged as dominant tropes in contemporary culture. By moving from past to present, students will gain an understanding of the complex connections between consumption and U.S. nation-building, as well as the consequences "shopping" and the accumulation of "stuff" has had in both the shaping and reconfiguring understandings of what it means to live the "American Dream." This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GWST 2280 Gender in the Economy (4 Credits)**

This course moves beyond the traditionally male-dominated view of the economy to explore economic life through a gendered lens. A gendered perspective challenges us to see economic theory, markets, work, development, and policy in new ways. Gendered economic analysis expands the focus of economics from strictly wants, scarcity, and choice to include needs, abundance, and social provisioning in its scope. Cross listed with ECON 2280. Prerequisite: ECON 1020.

**GWST 2420 Social Inequality (4 Credits)**

Dimensions of social class and its effect on economic, political and social institutions as well as style of life. Cross listed with SOCI 2420.

**GWST 2650 Feminist Qualitative Research Methods and Design (4 Credits)**

This course will introduce the fundamental elements of feminist qualitative research methods and design. We will begin by examining various research methods, including ethnography, interviews, oral history, media studies/discourse analysis, and community-based research and analyze the ways in which they aid (and help counter) ways of knowing and understanding the social world. In addition to gaining awareness of the more commonly used qualitative and ethnographic methodologies, you will be challenged to think critically about the mechanics, ethics, and politics of such research, including the role of researcher within it. Enrollment restricted to GWST majors only.

**GWST 2700 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.

**GWST 2701 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.

**GWST 2710 Introduction to Queer Studies (4 Credits)**

This course provides an introduction to the discipline of Gender and Women's Studies by focusing on mostly queer theory. Queer theory is a comparatively new approach to understanding gender, sexuality, and the world around us, and it has created controversy and disagreement regarding its aims and approaches. What does it mean to queer something? Why is language — the words that we use and that are used on us — so important to queer theory, and what does it mean for how we approach ourselves and those around us? The world in general? How is queer theory different from, and complementary to, women's and gender studies broadly speaking? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GWST 2720 International Perspectives on Gender (4 Credits)**

Gender studies is not only an American phenomenon, but has also developed and changed as it has developed around the world. This course examines gender studies in various countries and societies worldwide through critical works and novels in order to raise new and unexpected questions about our place in the world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GWST 2730 Gender in Society (4 Credits)**

How the biological fact of sex is transformed into socially created gender roles. How individuals learn they are male and female, and how their behaviors are learned. A look at gender distinctions built into language, education, mass media, religion, law, health systems and the workplace. Cross listed with SOCI 2730. Prerequisite: SOCI 1810.

**GWST 2785 Family and the Law (4 Credits)**

The government is actively involved in deciding who gets to be a family and what families should look like. The state and its laws are involved in shaping family life, making decisions for family members, and mediating familial conflict. This course looks at the appropriate role of the state in family life by examining state legislation and court decisions and social research on a variety of topics. Cross listed with SOCI 2785. Prerequisite: SOCI 1810.



**GWST 2790 Gender and Sexuality - International Perspectives (4 Credits)**

This course examines international perspectives on gender and sexualities, particularly queer sexualities and queer gender identities. How are they different from US-based views? Globally, any discussion about gender and sex are in reference to what are, effectively, US perspectives – often in (often violent) disagreement, often in a spirit of recognition. Given that much original research in gender and sexuality studies originated in the United States and the United Kingdom, understanding how other societies and cultures have engaged with these fields is a crucial way to understanding ourselves. This course examines these perspectives with reference to literary works and humanist approaches, and to current events, films, news clips, and more.

**GWST 2830 Representations of Women (4 Credits)**

Consideration of images presented of and by women in works of English and American literature from Middle Ages to present. Cross listed with ENGL 2830.

**GWST 2981 Colloquium in GWST (2 Credits)**

Theme changes each year. May be repeated for credit as long as course titles are different.

**GWST 2988 Study Abroad Resident Credit (0-18 Credits)****GWST 2991 Independent Study (1-10 Credits)****GWST 2995 Independent Research (1-10 Credits)****GWST 3130 The Archaeology of Gender (4 Credits)**

This course examines the ways archaeology can contribute to the study of gender through investigations of the deep through recent past. The class will include readings on gender theory, the uses of archaeological data, and specific case studies of engendered lives in the past. Cross listed with ANTH 3130.

**GWST 3652 Culture, Gender and Global Communication (4 Credits)**

This course explores the ways in which culture, gender, and communication intersect and shape a variety of issues from an international and intercultural perspective. Using a global feminist perspective, it also focuses on paradigms and paradigm shifts in creating social change. Also explored are alternative paradigms of thought, action and media communications by women and indigenous peoples, which have often been ignored, discounted or buried in history. Cross listed with MFJS 3652.

**GWST 3700 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.

**GWST 3701 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.

**GWST 3704 Topics in GWST (1-4 Credits)**

Current issues or gender and women's studies faculty research interests.

**GWST 3710 Putting Feminism to Work (4 Credits)**

In this class students will explore the various ways people are putting feminism "to work" outside the classroom. The first part of the quarter we will examine how liberal arts degrees are translating into "work" for students (and feminists!) after college. Next, we will examine some contemporary issues and trends facing women and other minorities in the workplace (e.g., paid leave; equal pay; sexual harassment and racial discrimination; trends in 21st century jobs). Finally, we will explore organizations and careers where people have translated their feminist knowledge into action, including: local and global NGOs dedicated to gender equity and women's well-being; organizations that aim to advance public policy and political participation; initiatives that focus on racial justice, women's education and leadership; and possible career paths in science, technology, healthcare, and more. By the end of the quarter, GWST students should have a better understanding of current trends that feminists in the workplace face, as well as have some insight about how to harness the exciting opportunities and challenges that await them after college.

**GWST 3871 Women in Art (4 Credits)**

This course considers the roles of women in art and explores the impact of race, class and gender on art produced from the Middle Ages to the present with discussions of women artists, women patrons and images of women. Cross listed with ARTH 3871.

**GWST 3950 Feminist, Gender, and Queer Theory (4 Credits)**

This course examines the major theoretical approaches (feminist, womanist, queer, etc.) to understanding gender and other intersecting systems of oppression and privilege. It explores the historical evolution of the theoretical traditions that have informed feminism, queer theory, and gender and women's studies, as well as examining more recent developments within these fields of inquiry. Students apply these theories to a range of texts, empirical data and/or the experiential world. This course may be repeated for credit as long as course subtitles are different. Prerequisite: GWST 1112; minimum of junior standing.

**GWST 3975 Capstone Seminar (4 Credits)**

This course provides students the opportunity to complete a substantial final project for their degree in gender and women's studies, which may take the form of preparation for a thesis, community-based research or service project, or a substantial creative or research project. Students work closely with the director of the program or a faculty member affiliated with the program to devise these projects after spending the first part of the course exploring recent research within the field of gender and women's studies. Prerequisites: GWST major or minor, GWST 1112, GWST 3950, senior standing, or permission of instructor.



**GWST 3985 GWST Internship (2-5 Credits)**

**GWST 3988 Study Abroad Resident Credit (0-18 Credits)**

**GWST 3991 Independent Study (1-10 Credits)**

**GWST 3995 Independent Research (1-10 Credits)**

**GWST 3998 Honors Thesis (1-5 Credits)**

## Geography (GEOG)

**GEOG 1201 Environmental Systems: Weather (4 Credits)**

First class in a three-quarter sequence that introduces the fundamental processes that govern the physical environment; introduction to the fundamentals of the environmental system and the various processes that control weather and climate. The student will have a fundamental understanding of the basic components of the environmental system, familiarity with the role of energy in the atmosphere and its control over cycles of air temperature, a sound foundation in the mechanisms governing cloud formation and precipitation, a basic understanding of the atmospheric circulation and the storm systems which develop within it, and an introduction to the regional variation of climate. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**GEOG 1202 Environmental Systems: Hydrology (4 Credits)**

Second class in a three-quarter sequence that introduces the fundamental processes that govern the physical environment; the role of water in the environment. This course focuses on the matter and energy flows through the hydrologic cycles, together with the resulting spatial distribution and work of water. Various environmental issues concerning water including drought, water pollution, and human impacts on water supplies are included. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1201.

**GEOG 1203 Environmental Systems: Landforms (4 Credits)**

Third class in a three-quarter sequence that introduces the fundamental processes that govern the physical environment; geological phenomena in various places in the world. Topics include maps and air photos; rocks and minerals; plate tectonics and volcanoes; landforms produced by wind, water, earth forces and ice; and biogeography. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1201 and GEOG 1203.

**GEOG 1216 Our Dynamic Earth I (4 Credits)**

This is the first quarter of a three-quarter sequence devoted to studying natural hazards and their impacts on society. Natural processes become hazards when they have the potential to have an adverse effect on humans and their property, or the natural environment. This first quarter of the sequence introduces students to the physical processes associated with atmospheric natural hazards (tornados, hurricanes, severe storms) and their societal impacts. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**GEOG 1217 Our Dynamic Earth II (4 Credits)**

This is the second quarter of a three-quarter sequence devoted to studying natural hazards and their impacts on society. In this course, students investigate the physical processes that result in geologic natural hazards (earthquakes, landslides, volcanoes) and their societal impacts. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1216.

**GEOG 1218 Our Dynamic Earth III (4 Credits)**

This is the third quarter of a three-quarter sequence devoted to studying natural hazards and their impacts on society. In this course, students investigate the physical processes that result in hydrologic natural hazards (floods, drought, tsunamis) and their societal impacts. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1217.

**GEOG 1264 Global Environmental Change I (4 Credits)**

First class in a three-quarter sequence for honors students. This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. Enrollment restricted to students in the Honors Program. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

**GEOG 1265 Global Environmental Change II (4 Credits)**

Second class in a three-quarter sequence for honors students. This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. Enrollment restricted to students in the Honors Program. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1264.

**GEOG 1266 Global Environmental Change III (4 Credits)**

Third class in a three-quarter sequence for honors students. This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. Enrollment restricted to students in the Honors Program. A lab fee is associated with this course. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: GEOG 1265.

**GEOG 1410 People, Places & Landscapes (4 Credits)**

In this course, students will study the location of people and activities across the surface of the Earth. Describing the locations and patterns of human activity only lays the foundation for exploring how and why such patterns have developed historically, and how they relate to the natural environment and other aspects of human behavior. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GEOG 1988 Study Abroad Resident Credit (0-18 Credits)****GEOG 2000 Geographic Statistics (4 Credits)**

An introduction to statistics primarily for geography and environmental science students focusing on the scientific method, the nature of data, descriptive statistics, and analytical or inferential statistics. Enrollment restricted to Juniors and Seniors.

**GEOG 2020 Computer Cartography (4 Credits)**

Basic map design and execution using existing maps. Topics include map projections, symbolizing quantitative data, use of space, layout, compilation, verbal content, and the use of computer technology in design and production of maps.

**GEOG 2030 Field Methods (4 Credits)**

Part I, outdoor instruction in use of Brunton compass, level, plane table, and alidade; Part 2, data-gathering techniques and preparation for field work in urban problems.

**GEOG 2100 Introduction to Geographic Information Systems (GIS) (4 Credits)**

Overview of GIS, including background, development, trends, and prospects in this technological field; software package and hands-on exercises used to examine basic geographic concepts and spatial data characteristics associated with automated mapping, projections, scales, geocoding, coordinate referencing, and data structures for computerized land-based data bases.

**GEOG 2320 Andean Landscapes (4 Credits)**

This class introduces students to intensive field activities pertinent to the study of Andean individuals and societies. Students study the characteristics of people, activities, as well as landscapes across the locations of Lima, Cusco and Puno in Peru. This course focuses on geography, history, archaeology, anthropology, biology, ecology and sustainability issues surrounding the above mentioned destinations. This course involves moderate physical activity (Inca Trail hike).

**GEOG 2401 The Human Population (4 Credits)**

This course covers the fundamental concepts of demography with an emphasis on its relevance to inquiry in disciplines including economics, business, geography, environmental science, political science and sociology. This course includes computer laboratory work involving the exploration and analysis of census data using geographic information systems. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**GEOG 2410 Economic Geography (4 Credits)**

Economic elements as spatially arranged, distribution of economic activities on the Earth's surface; market, resource and transportation factors in location theory.

**GEOG 2430 World Cities (4 Credits)**

The study of world cities from a geographical perspective emphasizes the following general topics: 1) worldwide urbanization and globalization processes; 2) the study of cities as nodes within global, regional, and national urban systems; 3) the internal spatial structure of land uses within cities; 4) the spatial dimensions of economic, social, political, and cultural processes in cities; and 5) environmental elements, involving human interrelationships with the natural environment in an urban setting. Urban patterns and processes are examined in each of the world's major regions, including in-depth analysis of focus case study cities.

**GEOG 2500 Sustainability & Human Society (4 Credits)**

Sustainability has become a catch phrase in discussions concerning the long-term viability of a number of phenomena, from the environment to the economy. Sustainability is commonly defined as meeting the needs of the current generation without compromising the ability of future generations to meet their needs. Students are introduced to issues inherent in discussions of sustainability. The major areas of focus include definitions of ecological and environmental sustainability, economic and political sustainability, and social justice, and various metrics used to assess sustainable behavior and practices. Students study the theory, principles and practices of sustainability, and participate in discussion and writing exercises based on lecture and readings.

**GEOG 2511 Principles of Sustainability - Honors (4 Credits)**

Principles of Sustainability introduces students to fundamental issues and concepts of Sustainability. This topic concerns the long-term viability of a number of phenomena, from the environment to the economy. Sustainability is commonly defined as meeting the needs of the current generation without compromising the ability of future generations to meet their needs. Students will be introduced to issues inherent in discussions of sustainability. The major areas of focus include definitions of ecological and environmental sustainability, economic and political sustainability, social justice, and various metrics used to assess sustainable behavior and practices. Students will study the theory, principles and practices of sustainability, and participate in discussion and writing exercises based on lecture and readings. This course counts toward the Scientific Inquiry: Society and Culture requirement. Enrollment restricted to students in the Honors Program.

**GEOG 2550 Issues in Sustainabilities (4 Credits)**

The capstone seminar focuses on a particular problem related to sustainability. Seminar topics vary by instructor, but include a combination of readings, discussion, guest speakers, a group project (either service learning or research), and individual research presentations. Prerequisite: GEOG 2500 and completion of all other requirements for the sustainability minor.

**GEOG 2608 Human Dimensions of Global Change (4 Credits)**

This course documents and explores the transformations of the global environment that have occurred in the last 300 years and relates them to contemporaneous changes in population and society. Students examine the complexity of human-induced environmental changes by looking at the various social, economic, political, institutional and behavioral components of these forces at work. By using various case studies, students examine the processes and spatial distributions of anthropological changes to the world's lands, freshwater, biota, oceans and atmosphere.

**GEOG 2700 Contemporary Environmental Issues (4 Credits)**

Principles, practices, issues, and status of care of environment; lectures, readings, and discussions focus on causes, effects, and mitigation of a selection of topical regional, national, and international environmental problems including Denver's air pollution, acid deposition, hazardous waste management, global warming, and tropical deforestation.

**GEOG 2701 Special Topics in Geography & Environmental Science (4 Credits)**

Special topics in geography and environmental science.

**GEOG 2730 Geography of Surfing (4 Credits)**

Surfing is often viewed simply as a recreational sport. But it is also so, so, much more. It is a multi-billion dollar global industry, a reflection of global climate patterns interacting with sedimentation regimes and the land, a globalizing culture diffusing from strong regional identities, and a reason to travel to exotic locations and explore the planet. This course uses geographic perspectives to study the many facets of the sport. Geography provides a perfect set of tools to study surfing ranging from the propagation of swells to the diffusion of culture. The goal of the course is to introduce students to the core analytical approaches used in Geography as well as for students to understand that surfing is much more than a recreational sport.

**GEOG 2750 Paleoenvironmental Field Methods (3 Credits)**

Paleoenvironmental Field Methods is a short course that focuses on the use of Quaternary paleoenvironmental research techniques, including extracting and interpreting sediment cores from wetlands and lakes to reconstruct and understand paleoclimatic events.

**GEOG 2810 Geography of Latin America (4 Credits)**

This course studies the countries and islands of Middle America; the interrelationships of peoples, resources and physical features. Cross listed with GEOG 4810.

**GEOG 2815 Geographies of Conquest: Christian, Jewish, and Islamic Societies in Andalusia (4 Credits)**

This course introduces students to the cultural landscapes, former and current, of the different societies that converged in Iberia. The class will focus on medieval Al-Andalus, the Islamic kingdoms that flourished there. During medieval times, Christian, Islamic, and Jewish societies lived side by side in an environment that oscillated between tolerance and open persecution. Science, art, scholarship, and political strategy motivated tolerance while religious fundamentalism and geopolitical considerations motivated persecution. This class will cover the human-environment interactions in the landscapes of Andalusia through an immersive field study and travel experience. This field class equals 4 academic credits. Over a period of 8 days we will visit the cities and surroundings of Madrid, Cordoba, Seville, and Granada in Spain where we will examine and compare cultural geography (past and present), history, and anthropological issues surrounding the communities that interacted in Al-Andalu.

**GEOG 2825 Biogeographies of Conservation (4 Credits)**

This course introduces students to the landscapes, biodiversity, societies, and human-environment interactions in mainland Tanzania and the island of Zanzibar through an intensive and immersive field study and travel experience. This field intensive class equals 4 academic credits. Over a period of 9 days we will visit the greater Serengeti ecosystem, Ngorongoro Crater, Olduvai Gorge, and the island of Zanzibar in Tanzania where we will examine and compare geography, cultures, history, archaeology, ecology, biodiversity, and sustainability issues. The environment in this part of East Africa offers unique challenges for wildlife and societies. By understanding the locations and patterns of human and animal activity there, students can better appreciate the circumstances affecting individuals and countries other than our own. Through observations, lectures, discussions, readings, assignments and immersion, the course will stress the development of in-situ critical thinking skills and the promotion of environmental sustainability, cultural diversity and global awareness. Fulfills biology, geography, environmental science, sustainability minor, and intercultural global studies minor requirements.

**GEOG 2830 Geography of Europe (4 Credits)**

A field course that examines relationships between humans and the environment in Europe. We study both urban and rural environments to understand the following questions: What are the elements (climate, vegetation, landforms) that characterize European natural landscapes? How have humans modified these natural landscapes? How have environmental conditions influenced human activities (e.g. agriculture, architecture, economic development)? How are these human activities manifested at the landscape scale, and how are they organized in geographic space? How have humans attempted to preserve natural landscapes? Prerequisites: GEOG 1201, GEOG 1202, GEOG 1203 and field quarter application process through the geography department.

**GEOG 2880 Geographies of South Africa (4 Credits)**

This travel course is designed to give students a first-hand look at the physical and cultural landscapes of South Africa. We will study the varied natural landscapes that produce the commodities (e.g., gold, diamonds, wine, and agriculture) that have attracted the interest of outsiders for centuries and that have influenced the cultural landscapes particular to South Africa. A systematic presentation of the geology of South Africa, and its human history, will unfold throughout our travels.

**GEOG 2988 Study Abroad Resident Credit (0-18 Credits)****GEOG 2990 Professional Development for Geography & Environmental Science (0 Credits)**

This course is designed to prepare graduating seniors for the transition to the working world or graduate study. Lectures and workshops focus on the use of LinkedIn and social media as a means of career networking, employment opportunities, professional development, and resume writing and related career services.

**GEOG 3000 Advanced Geographic Statistics (4 Credits)**

The second in a sequence of two courses that address general statistical applications particular to geography, environmental science and other disciplines dealing with a spatial dimension in the data they work with. The focus of this second course is on the more advanced multivariate statistical techniques. The course has a strong applied orientation as particular attention is given to which technique is the most appropriate to use for a given type of problem and how to interpret and apply the resulting statistics. Extensive use is made of computer statistics packages. Homework exercises involving such statistical techniques as multiple correlation and regression analysis, principle components analysis, discriminate analysis and canonical correlation. Prerequisite: GEOG 2000.

**GEOG 3010 Geographic Information Analysis (4 Credits)**

Reviews many basic statistical methods and applies them to various spatial datasets. In addition, several spatial statistical methods are applied to spatial datasets. This course is an in-depth study of the interface between GIS, spatial data, and statistical analysis. Preferred prerequisite: GEOG 2000. Prerequisite: GEOG 2100.

**GEOG 3030 Advanced Field Methods (4 Credits)**

Various field methods used by researchers in physical geography; techniques include field mapping, laboratory analyses, geologic field methods. Prerequisite: GEOG 1201 or equivalent.

**GEOG 3040 GPS for Resource Mapping (4 Credits)**

This course is an introduction to GPS (Global Positioning Systems) concepts, techniques, and applications as they relate to GIS data collection. Lectures focus on satellite surveying, GPS technology, error sources, program planning, data collection design, and Quality Control and Quality Assurance issues for data collection programs. Hands-on lab exercises include navigation, mission planning for a GPS survey, designing a field data collection plan and associated data dictionary, field data collection, differential correction, and data integration into a GIS and map production.

**GEOG 3100 Geospatial Data (4 Credits)**

This graduate-level course is designed to provide graduate students from a broad range of disciplines with the skills to carry out applied research tasks and projects requiring the integration of geographic information system technologies and geospatial data. Students are introduced to a collection of techniques and data sources with a focus on acquiring and integrating data. Legal, ethical, and institutional problems related to data acquisition for geospatial information systems are also discussed.

**GEOG 3110 GIS Modeling (4 Credits)**

This course focuses on the concepts and procedures used in discovering and applying relationships within and among maps. It extends the mapping and geo-query capabilities of GIS to map analysis and construction of spatial models. The course establishes a comprehensive framework that addresses a wide range of applications from natural resources to retail marketing. Topics include the nature of spatial data introduction to spatial statistics and surface modeling in the first five weeks followed by spatial analysis operations and modeling techniques in the second five weeks. The lectures, discussions and independent exercises provide a foundation for creative application of GIS technology in spatial reasoning and decision making.

**GEOG 3120 Environmental/GIS Modeling (4 Credits)**

Facing challenges brought by the dramatically changing global environment, environmental modeling is increasingly used to support geographical and environmental decision making (e.g., spatial conservation prioritization). Environmental modeling is concerned with the characterization, modeling and simulation of environmental phenomena and processes using conceptual and mathematical models. Environmental phenomena and processes taking place in the geographic space are regulated by spatial principles. They also interact with other phenomena or processes in the attribute space. For example, species distribution is not only constrained by spatial factors such as proximity to other species, but also influenced by environmental factors such as terrain and climatic conditions. Due to its superior capabilities of handling spatial data and modeling spatial and attribute relationships, geographic information system (GIS) provides the ideal tools for environmental modeling. This upper-level undergraduate/graduate-level course surveys the concepts and techniques of GIS supported environmental modeling in three general categories: 1) Modeling in the spatial domain where the focus is on modeling spatial principles (e.g., spatial autocorrelation); 2) Modeling in the attribute domain where the emphasis is on environmental correlations (e.g., environmental niche modeling); 3) Modeling in the combined spatial and attribute domain where both spatial principles and environmental correlations are exploited (e.g., geographically weighted regression). Throughout this course, several real-world applications are used to demonstrate the ideas, concepts, and techniques of GIS supported environmental modeling, including crime spatial pattern modeling, species distribution modeling, and soil-landscape modeling and mapping. Prerequisites: GEOG 2000 and GEOG 2100.

**GEOG 3130 GIS Programming with Python (4 Credits)**

This advanced course explores the more technical aspects of GIS functions and data structures. Students have hands-on access to both raster (grid-cell) and vector-based software packages in the form of lab exercises that culminate in a small student-designed GIS project. Prerequisite: GEOG 2100.

**GEOG 3140 GIS Database Design (4 Credits)**

Designing databases to provide a foundation for GIS functions and applications, including investigating techniques used for designing databases in non-spatial environments and learning the applicability to GIS problems. Building on concepts and techniques introduced in the first half to extend traditional techniques and methodologies to model the requirements of spatial problems. Students learn to translate the conceptual spatial model into a physical implementation specific to GIS products. Prerequisite: GEOG 2100 or GEOG 3100.

**GEOG 3160 Web GIS (4 Credits)**

With the development of internet technologies, the architecture of Geographic Information System (GIS) has evolved from the centralized desktop architecture to the distributed web architecture. Numerous web GIS applications are available (e.g., Google Map, Earth Explorer, and National Map). A web GIS application allows GIS analysts to access, manipulate, and visualize geospatial data from the web without the installation of GIS software. To facilitate the development of web GIS applications, geospatial technology vendors have provided application programming interfaces (APIs) through which GIS professionals can build customized web applications. This course focuses on the concepts and the development of web based GIS applications using industry-relevant geospatial APIs and core web technologies of HTML, CSS, and JavaScript. This is an upper-level undergraduate, to graduate-level course in GIS that introduces fundamental Web GIS concepts, applications and development kits. Concepts and techniques to be covered in this course include: • Web GIS concepts: system architecture, components, and workflow • Web programming languages: Hypertext Transfer Markup Language (HTML), Cascading Style Sheet (CSS) and JavaScript • Web mapping tools: ArcGIS online, Leaflet and their APIs. Prerequisites: GEOG 2100 and GEOG 3130.

**GEOG 3170 Geospatial Analysis Project (4 Credits)**

This course provides an opportunity for students to apply geospatial data analysis to real-world applications. Students will work as a team to develop a project that requires GIS analysis and/or application development, design a project work flow and management plan, and implement a solution. Students will demonstrate competence in GIS techniques, geospatial data analysis, and project management at a professional level. Instructor permission required.

**GEOG 3190 Lidar: Theory and Applications (4 Credits)**

Overview: Lidar (Light Detection and Ranging) is an active remote sensing system that uses laser pulses to measure the distance between the sensor and a surface or objects. Lidar has become an established method for collecting very dense and accurate elevation values, as well as for characterizing the three-dimensional structure of vegetation and urban land cover. In this course, we will build an understanding of the physical principles behind lidar, develop experience working with Lidar datasets, and survey a wide array of lidar applications for mapping and natural resource management. The course will culminate with a student-directed final project. Prerequisites: GEOG 2100 or GEOG 3200.

**GEOG 3200 Remote Sensing (4 Credits)**

This course acquaints students with the basic techniques of the collection, processing and interpretation of information about the character of the earth's surface from remote locations. Students become familiar with the use of the visible, infrared, thermal and microwave portions of the electromagnetic spectrum as a means of determining land cover and/or land use. Both manual and computer-assisted techniques are discussed and include hands-on applications.

**GEOG 3230 Advanced Remote Sensing (4 Credits)**

This course will build on the basic remote sensing concepts presented in GEOG 3200. Students will explore more in-depth concepts relevant to satellite and airborne remote sensing, including radiative transfer and information extraction. In addition, students will be introduced to two cutting-edge sources of data about the Earth's surface: hyperspectral and lidar (Light Detection and Ranging) sensors. Students will study specific applications of advanced digital image processing techniques for environmental monitoring, natural resource management, and land-use planning. Finally, students will integrate remote sensing and other spatial datasets in the context of Geographic Information System (GIS) analysis. Prerequisite: GEOG 3200.

**GEOG 3300 Cultural Geography (4 Credits)**

Themes and methods of cultural geography including cultural area, landscape, history and ecology.

**GEOG 3310 Culture/Nature/Economics-Human Ecology (4 Credits)**

Cultural adaptation, livelihood strategies and environmental modification among subsistence and peasant societies: responses of such groups to technological change and economic integration.

**GEOG 3330 Political Geography (4 Credits)****GEOG 3340 Geographies of Migration (4 Credits)**

This course explores contemporary movement of people across international borders and the social, cultural, political, economic, and environmental repercussions of such movements. The class looks at the global flow of people across national boundaries and the ways in which these dispersed peoples build and maintain social networks across national borders. While doing so, we address the role of globalization in international migration processes. What motivates people to move long distances, often across several international borders and at considerable financial and psychological cost? How do migrants change—and how in turn do they bring change, social as well as economic, to new destinations as well as places left behind? This course examines politics and patterns of migration, transnational migration, and immigration to the United States.

**GEOG 3350 Qualitative Methods in Geography (4 Credits)**

This course focuses upon qualitative methods in the production of geographic knowledge. Qualitative methods are widely employed by geographers to understand patterns and underlying processes of human and human-environment issues in society. The course is designed to expose participants to the theories, purpose, scope, and procedures of qualitative research. Specific topics include: epistemological theories (ways of knowing); ethics and power in research; research design; data collection techniques in interviewing, participant observation and landscape interpretation, discourse and archive analysis, and case studies; data analysis; and writing and disseminating qualitative findings.

**GEOG 3400 Urban Landscapes (4 Credits)**

Urbanization as a process; national urban systems; internal spatial structure of cities; role of transportation in urban development; location of residential, commercial and industrial activities; agglomeration economies; residential congregation and segregation; environmental justice; urban growth and growth coalitions; decentralization and urban sprawl; edge cities; impacts on the urban environment; world cities; globalization.



**GEOG 3410 Urban Applications in GIS (4 Credits)**

This course uses the tools of geographic information systems (GIS) to explore concepts of traditional urban geography, including defining cities/metropolis, internal urban structures, urban systems, industrial location, social and residential patterns, urban form, environmental problems, and urban planning. The course allows students to practice fundamental skills in GIS (e.g., working with attribute tables, spatial analysis, spatial queries) and cartography (map design, color theory, display of information). Depending on the quarter, students pursue individual projects of interest or client-based projects. Prerequisite: GEOG 2100 or GEOG 3100 or equivalent.

**GEOG 3420 Urban and Regional Planning (4 Credits)**

Historical evolution of planning theory and practices; comprehensive planning process; legal, political, economic, social, environmental aspects of urban planning; urban design; urban renewal and community development; transportation planning; economic development planning; growth management; environmental and energy planning; planning for metropolitan regions; national planning.

**GEOG 3425 Urban Sustainability (4 Credits)**

The 21st century is being called the 'century of the city.' Now more than ever, humans across the globe call the city their home. Many of the world's most pressing crises are manifest in cities, including: greenhouse gas emissions, land degradation, high mass production and consumption, widespread poverty and hunger, and expanding socio-economic disparities. As 'sustainability' becomes part of mainstream discourse, this course explores what sustainability means for urban contexts around the globe. Arguably, the city has the potential to be the most efficient, equitable, and environmental form of modern human settlement. Covering all dimensions of sustainability from a social science perspective, this course focuses on theoretical groundings, practices of urban sustainability, and new research agendas. Major topics include cities and nature; planning and land use; urban form; community and neighborhoods; transportation systems and accessibility; livelihood and urban economies; and social justice and the city.

**GEOG 3440 Urban Transportation Planning (4 Credits)**

A specialized course in the urban planning sequence focusing on issues, practices and policies of urban transportation planning. Recommended for anyone interested in timely transportation topics, such as the feasibility and impacts of light rail transit, the planning and implementation of highway projects, and the role of freight and passenger transportation companies in transportation planning.

**GEOG 3445 Sustainability and Transportation (4 Credits)**

Sustainable transportation aims at promoting better and healthier ways of meeting individual and community needs while reducing the social and environmental impacts of current mobility practices. Given the importance of transport for economic growth, the uncertainties surrounding the availability and price of future sources of energy for transport use, as well as the social and environmental externalities of currently-utilized transport modes, it is imperative that more sustainable ways of providing transportation be developed and utilized.

**GEOG 3450 Transportation and Mobilities (4 Credits)**

The geographical study of transport has grown considerably and become more diverse, encompassing new areas of inquiry generated from economic, urban, environmental, political, social, and cultural geography, as well as from transport geography itself. The most notable expansion has been in the area of 'mobilities' research, which is focused on the social aspects of mobility, including both the large-scale movements of people, objects, capital, and information across the world, as well as the more local processes of daily transportation, movement through public space and the travel of material things within everyday life.

**GEOG 3460 Air Transportation, High-Speed Rail and Tourism (4 Credits)**

This course delves into the world of commercial air passenger transportation, studying the foundations of the industry, its role in the travel and tourism, and strategies for the future. Foundational topics include the history and geography of air transportation, air travel and tourism, the geography of tourism, airline corporate cultures, the role of government, aviation law, regulation, deregulation, and globalization. Study of the principal elements of airline economics, finance, planning, management, operations, pricing, promotion, cost containment, marketing, and policy provide the opportunity for consideration of strategic options within the contemporary airline industry. Further discussion focuses on the planning and management of airport and airway system infrastructure, the issue of sustainable air transportation, and the role of the airline industry within the context of intermodalism. Cross listed with GEOG 4460.

**GEOG 3500 Reconstructing Quaternary Environments (4 Credits)**

Nature, magnitude, sequence and causes of Pleistocene and Holocene climatic changes; effects of climatic change on plant/animal distributions and human populations; paleoclimatic research methods. Laboratory and field trips. Prerequisites: GEOG core, ENVI 3000.

**GEOG 3510 Biogeography (4 Credits)**

Biogeography focuses on present and past distributions of plants and animals. In this course we consider a number of themes central to biogeography, including plate tectonics and biogeography, the effects of climate change of plant and animal distributions, biogeographic realms, island biogeography, biodiversity, human impacts on plants and animals, and the origins of agriculture.

**GEOG 3520 Geography of Soils (4 Credits)**

Spatial variation in soil characteristics; soil processes, soil morphology, their application in soil studies. Prerequisite: GEOG 1201-1203 Environmental Systems or instructor's permission.

**GEOG 3550 Topics in Physical Geography (1-5 Credits)**

Investigations into various aspects of physical environment.



**GEOG 3560 Fluvial Geomorphology (4 Credits)**

Examines how water and sediment interact at Earth's surface to create a variety of landforms ranging from small rills to continental-scale river systems. Introduces fundamental fluvial processes or channel hydraulics and sediment transport. Examines common fluvial landforms including alluvial streams, bedrock streams, floodplains and alluvial fans. Combines traditional lectures and in-class discussions with numerous field excursions to rivers in the Rocky Mountains and Great Plains. Prerequisite: GEOG 1203, GEOG 1218, or GEOG 1266.

**GEOG 3600 Meteorology (4 Credits)**

The basic theory and skills of weather forecasting. Topics include thorough coverage of atmosphere dynamics and thermodynamics, the evolution of various weather types, the mechanics of storm systems (cyclones, severe storms, hurricanes), creation and interpretation of weather maps, and forecasting techniques.

**GEOG 3610 Climatology (4 Credits)**

Climatology is the study of the processes that result in spatial and temporal variation of weather. This course introduces the student to the processes responsible for the transfer of matter and energy between the Earth's surface and the atmosphere and the average weather conditions that result. In addition, topics of global concern, such as greenhouse effect, El Nino, urban heat islands and acid rain, are discussed. Laboratory exercises provide an opportunity to investigate climate variation and climatic change through the use of a variety of computer simulations. Prerequisites: GEOG 1201, GEOG 1216, & GEOG 1264.

**GEOG 3620 Applied Climatology (4 Credits)**

Climatic impact on environmental systems and human behavior; techniques to investigate climatic characteristics of environmental extremes (floods, blizzards), urban climatology and socioeconomic impacts of climate. Prerequisite: GEOG 1201. Recommended Prerequisite: GEOG 3600 or GEOG 3610.

**GEOG 3630 Dendroclimatology (2-4 Credits)**

Systematic variations in tree ring width and/or density can be used to reconstruct changes in precipitation or temperature well before humans were around to record the variability. This class utilizes hands on methods to introduce the fundamental principles of dendroclimatology. Through readings and lectures, students will learn how tree ring growth can be correlated to climate change. Students will then undertake several research projects to reconstruct past climate variability in the Denver metro area using tree rings. Prerequisite: permission of instructor.

**GEOG 3640 Climate Change and Society (4 Credits)**

The science of anthropogenic climate change will be presented with an emphasis on critical evaluation of the evidence of climate change and future scenarios and migration strategies. Students will be introduced to the latest climate change research, including the Intergovernmental Panel on Climate Change report, and the most recent literature from the field. The societal and cultural implications of climate change will also be discussed. Prerequisites: GEOG 1201, GEOG 1216, or GEOG 1264.

**GEOG 3701 Topics in Geographic Information Science (1-4 Credits)**

Topics vary by instructor.

**GEOG 3720 Mountain Environments and Sustainability (4 Credits)**

Mountain Environments and Sustainability explores the unique physical and cultural aspects of high relief and/or high altitude environments. Covering one quarter of the Earth's land surface, mountains directly or indirectly impact the lives of millions of people. We examine the significance of mountains to climate, water resources, and human activities, and discuss the sustainability of these environments and communities in light of rapid changes in many mountain regions resulting from anthropogenic factors and global change. GEOG 1201, 1202, and 1203 or instructor approval.

**GEOG 3750 Topics in Human-Environment Interactions (1-4 Credits)**

This course investigates various aspects of the relationships between human societies and the natural environment.

**GEOG 3755 Geography of Health (4 Credits)**

The geography of health is a thriving area of study that considers the impact of natural, built, and social environments on human health. This course introduces students to three geographical contributions to health studies. First, it emphasizes the importance of ecological approaches to health, which consider interactions between humans and their environments, including topics such as how climate change might influence disease distributions, and how the built environment can influence patterns of physical activity. A second focus is social theory, exploring how aspects such as race, socioeconomic status, and identity play a critical role in influencing human health. A third section of the course considers how spatial methods (cartography, GIS, and spacial statistics) can help answer health-related questions.

**GEOG 3800 Geography of Colorado (4 Credits)**

This course focuses on the physical and human geography of Colorado, a state that includes the western Great Plains, the southern Rocky Mountains, and the eastern Colorado Plateau. Colorado's varied natural landscapes provide equally varied settings for human settlement and resource use. Recommended Prerequisites: GEOG 1201, GEOG 1202, and GEOG 1203.

**GEOG 3820 Kiwis and Kauris: Sustainability in New Zealand (4 Credits)**

With its tourist tagline of "100% Pure New Zealand," New Zealand prides itself as a world leader in sustainability, with great efforts made towards sustainable use of resources and renewable energy, conservation of indigenous species, and integration of indigenous Maori understandings of the land into sustainability approaches. At the same time, New Zealand faces significant sustainability challenges, particularly related to climate change, invasive species, continued reliance on extractive industries, and histories of oppression/exploitation of native peoples. This class uses a field-based case study approach to unpick some of these complex issues, as we visit local sites and explore topics such as preserving native species, sustainable resource use, ecotourism, and indigeneity.

**GEOG 3825 Geographies of International Development in Africa (4 Credits)**

What are the historical roots of (under)development in sub-Saharan Africa? How is sub-Saharan Africa typically depicted in the media? How can we explain the fact that the Niger Delta provides the bulk of Nigeria's revenue, and yet, it remains the poorest part of the country? Is climate change the major cause of persistent food insecurity in the drylands of Ethiopia and Burkina Faso? How can we make sense of the uneven geography of poverty in Ghana? What explains urban food insecurity in Cape Town, or land struggles in rural South Africa? What are the social processes underlying the spatial disparity in health status in Malawi, or gender differences in HIV rates in Nyanza province, Kenya? And why do land users often resist state conservation efforts in Tanzania? These are some of the critical questions explored in this course. The primary aim is to provide a critical introduction to the geography of sub-Saharan Africa. We will begin by exploring how "the Africa story" is told by the media, scholars and policymakers. Attention will then shift to understanding the key historical processes that shape (under)development in the region. We will cover a broad range of topics, including governance, colonial history, debt and structural adjustment, foreign aid, food and agriculture, gender, climate change, land grabbing, health, population growth, migration, remittances, and resource extraction. We cannot possibly cover all these topics in greater detail; indeed, some are too vast and complex. We will however use specific case studies to illustrate and discuss each of the topics.

**GEOG 3835 Sustainability in South Florida: The Everglades and Florida Keys (4 Credits)**

South Florida represents a unique region in the United States and faces the challenge of trying to balance a tourist economy with protection of natural landscapes and resources. The region's significant sustainability challenges include: climate change (particularly sea level rise), invasive species, fisheries management, and landscape protection. This class uses a field-based case study approach to unpick some of these complex issues as we visit local sites and explore topics such as protecting native species, sustainable resource use, and ecotourism.

**GEOG 3840 Water Resource Analysis (4 Credits)**

The focus of this course is on complex policy, economic and local, national and international, and political issues surrounding resource use in the western U.S. Issues include exploitation of nonrenewable and renewable energy and mineral resources; and flexible responses to changing public policy.

**GEOG 3860 GIS Applications and Natural Resources (4 Credits)**

In this course we will use a case study approach to examine domestic and international natural resources such as oil, coal, timber, minerals, and recycled materials. We will use a case study approach to look at resource distribution, and the environmental impacts of extraction, production, and disposal, as well as the legal and economic context. We will use GIS data and analysis to enhance our understanding of these case studies, and students will do a project and paper using GIS data and image analysis at a local, regional or global scale. Prerequisite: Introduction to GIS or Introduction to GIS Modeling.

**GEOG 3870 Water Resources & Sustainability (4 Credits)**

In this course, we look at water as both a local and global resource and examine what sustainability means for human and ecological realms. After an overview of the physical processes that drive the hydrologic cycle, surface and groundwater hydrology, we examine how we humans have harnessed water for our use and how we both alter and treat its quality. We examine the legal aspects of water allocation in the U.S. and the groups and agencies that are most involved in managing and overseeing water issues. Finally, we examine the most pressing water "issues" related to wildlife, development, scarcity and conflict. We look forward to imagining the power of both the individual and the collective in meeting our future, global water needs.

**GEOG 3890 Ecological Economics (4 Credits)**

Ecological Economics is an emerging transdisciplinary endeavor that reintegrates the natural and social sciences toward the goal of developing a united understanding of natural and human-dominated ecosystems and designing a sustainable and desirable future for humans on a materially finite planet. In this course we start with a basic overview and summary of the neo-classical economic perspective with a particular focus on the recognized market failures of public goods, common property, and externalities. We begin with a reconceptualization of economic theory by imposing scientific constraints (e.g. conservation of mass and energy, the laws of thermodynamics, evolutionary theory, etc.). Using the ideas developed in this reconceptualization of economic theory we explore the implications for international trade and myriad public policies associated with the ethical, environmental, and economic aspects of sustainability.

**GEOG 3910 Geomorphology (4 Credits)**

An advanced course that examines how Earth's landforms are created by a range of physical processes. Most landforms can be viewed as a result of some combination of erosion, transport and deposition of rock, soil and sediment. The most common agents causing these geomorphic processes are water, wind, ice and waves. This course examines the processes responsible for eroding, transporting and depositing earth materials and compares these processes with the resulting landforms. Prerequisites: GEOG 1202 or GEOG 1217 or instructor's permission.

**GEOG 3920 Remote Sensing Seminar (4 Credits)**

Special topics in advanced remote sensing.

**GEOG 3930 Cultural Geography Seminar (4 Credits)**

Topics, methods and current research in cultural geography.

**GEOG 3940 Urban Geography Seminar (4 Credits)**

International comparison of economic and social, positive and negative aspects of urban systems.

**GEOG 3950 Physical Geography Seminar (2-4 Credits)****GEOG 3955 Pollen Analysis Seminar (3 Credits)**

Pollen grains preserved in sediment provide long-term records of vegetation conditions. Changing proportions of pollen types may reflect climatic fluctuation or human impacts. We review important recent research in pollen analysis (palynology), pollen sampling, laboratory techniques and pollen identification. Students are responsible for counting a number of samples and contributing data for a pollen diagram.

**GEOG 3990 Undergraduate Research Seminar (1 Credit)**

This course is designed to prepare students who will participate in faculty-supervised summer research projects. Students are introduced to research design, use of the scientific method, research expectations and reporting of results. Preparation of formal research proposal with adviser.

**GEOG 3991 Independent Study (1-5 Credits)****GEOG 3995 Independent Research (1-5 Credits)****GEOG 3999 Geographic Internship (0-5 Credits)**

Supervised internship in a government office at local, state or federal level or within private sector. Prerequisite: permission of instructor.

## Geology (GEOL)

**GEOL 2020 Historical Geology (4 Credits)**

Historical geology is the study of the evolution of Earth through geologic time. Geologic features such as rock types and fossils are used to interpret and date past events. This course specifically introduces the basic geologic principles underlying historical geology, the geologic evolution of North America, and the evolution of life on Earth.

**GEOL 2400 Geology and Ecology of the Southwest (5 Credits)**

This field class emphasizes firsthand observations of the interactions among environmental properties (including substrate geology, soils, and climate) and natural vegetation in the Colorado Front Range, Rio Grande Rift, and Chihuahuan desert regions of New Mexico and southeastern Arizona. The course also examines Pliocene and Quaternary volcanism in southern Colorado and New Mexico in addition to Paleozoic and Mesozoic geology along the uplands of the Rio Grande Rift. Prerequisite: permission of instructor.

**GEOL 3100 Environmental Geology (4 Credits)**

Environmental geology examines geologic hazards, both natural and those attributable to human impacts on the environment from urban and regional development. Specific topics may include disposal of municipal solid waste and radioactive waste; flood, earthquake, volcanic hazards; groundwater pollution and withdrawal; mass-wasting phenomena; and energy-related issues. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission.

**GEOL 3200 Sedimentology/Stratigraphy (4 Credits)**

This course reviews the origin, geologic history, and depositional environments of sediments and sedimentary rocks. Course work concentrates on the identification of sedimentary rocks and depositional environments by first-hand observations of rocks in the Denver area. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission.

**GEOL 3540 Hydrology (4 Credits)**

This course provides an overview of the hydrologic cycle with emphasis placed on the study of applied hydrology. Discussions include the fundamental characteristics of precipitation, runoff processes, calculation of flood hazards, aquifers (porosity and permeability), the geologic settings of groundwater, the basic physics of groundwater flow, and water supply and use. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission. Recommended prerequisite: one introductory statistics course.

**GEOL 3900 Geomorphology Seminar (1-5 Credits)**

Hill slopes comprise the vast majority of the Earth's land surface. It is upon these surfaces that nearly all of the human population must exist and, hopefully, flourish. Hill slopes assume various forms, and their shape influences their utility for various human endeavors. Numerous geomorphic processes operate upon hill slopes to determine their form, and human activities strongly influence the frequency and magnitude of these geomorphic processes. Consequently, hill slopes are an interface between the Earth and the human population. Prerequisite: GEOL 3010 or permission of instructor.

**GEOL 3991 Independent Study (1-5 Credits)**

## German (GERM)

**GERM 1001 Elementary German (4 Credits)**

Basic speech patterns, grammar and syntax; emphasis on oral skills; introduction to German culture. First quarter of three quarter sequence.

**GERM 1002 Elementary German (4 Credits)**

Basic speech patterns, grammar and syntax; emphasis on oral skills; introduction to German culture. Second quarter of three quarter sequence. Prerequisite: GERM 1001 or equivalent.

**GERM 1003 Elementary German (4 Credits)**

Basic speech patterns, grammar and syntax; emphasis on oral skills; introduction to German culture. Third quarter of three quarter sequence. Prerequisite: GERM 1002 or equivalent.

**GERM 1022 German Cinema: An Introduction to German Culture, History, and Politics through Film (4 Credits)**

This course is taught in English. It is an invitation to German film-making since the end of the First World War. In this class we will explore 20th-century German identity, culture, history, and politics through film analysis and readings. Studying the most famous and influential films in the history of German cinema, we will explore numerous topics (including "The Golden Twenties", national-socialist propaganda, post-WWII German nation states, terrorism, reunification, multiculturalism, education and youth, the arts, gender, and class) and investigate how a popular culture medium like film can capture the political, social, and economic atmosphere in society at different times in German history. This course fulfills the Analytical Inquiry-Society and Culture requirement.

**GERM 1416 German Civilization: History, Politics, and Culture (4 Credits)**

This course is an introduction to intellectual and cultural currents in German civilization from the Enlightenment to the present, emphasizing the arts in the context of history and philosophy from the late 18th century to around the mid-20th century. Readings include excerpts from such thinkers as Kant, Fichte, Marx, Nietzsche, Weber, as well as poetry and short fictional works by Heine, Jünger, Remarque, Borchert, and others. The readings are supplemented by films that students are expected to have watched at the beginning of each week. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GERM 1417 Recasting German Identity: Germany since the End of the Cold War (4 Credits)**

Recasting German Identity: Germany since the end of the Cold War examines how Germany, a once divided nation in the heart of Europe held responsible for two World Wars, has wrestled to overcome forty years of division between a capitalist West- and communist East Germany. Our class will examine both the pains and gains of 30+ years of unity in the 'Berlin Republic'. We will analyze the so-called "normalization" of Germany's contemporary internal and international affairs. At the center of our class are various political, historical, but mostly cultural developments (& intellectual debates) that have reshaped German identity in profound ways given the country's exceptionally violent 20th century history. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**GERM 1988 Study Abroad Resident Credit (0-18 Credits)****GERM 2001 Intermediate German (4 Credits)**

Continuation of German 1003. Taught in German. In this course, you will strengthen your communicative skills, intercultural competencies, and knowledge of German-speaking cultural history. Discussing a variety of shorter texts and visual arts, you will learn more advanced grammatical structures, expand our lexical repertoire, practice intercultural comparison, and develop an appreciation for diversity. Prerequisites: GERM 1003 or placement exam.

**GERM 2002 Intermediate German (4 Credits)**

Continuation of German 2001. Taught in German. In this course, you will strengthen your communicative skills, intercultural competencies, and knowledge of German-speaking cultural history. Discussing a variety of shorter texts and visual arts, you will learn more advanced grammatical structures, expand our lexical repertoire, practice intercultural comparison, and develop an appreciation for diversity. Prerequisites: GERM 2001 or placement exam.

**GERM 2005 Reading and Conversation (4 Credits)**

Continuation of German 2002. Taught in German. This class introduces you to more complex cultural topics, materials, and communicative settings. Reading a variety of texts, you will expand your vocabulary and gain a deeper understanding of German grammar, syntax, and inclusive language. You will also practice various oral communication tasks and scenarios, increasing your confidence and ability to communicate effectively with different audiences. This course prepares you for cultural discussion and literary analysis in our lower-level, content-based seminars. Prerequisites: GERM 2002 or placement exam.

**GERM 2100 Conversation and Composition (4 Credits)**

Taught in German. In this course, you will refine your writing and speaking skills through a variety of fun speaking and writing prompts. You will discuss sociopolitical, historical, and cultural topics, enhancing your critical and analytical thinking skills, intercultural competence, and appreciation for diversity. This course will help you communicate more freely, accurately, and creatively and produce detailed texts on a wide range of subjects. Prerequisites: GERM 2005 or placement exam.

**GERM 2350 German-Speaking Film and Media (4 Credits)**

Taught in German. This course explores the German-speaking media landscape. Engaging with film and media theory, we will examine the multi-faceted role of media in society and discuss how people choose, consume, and are consumed by media at various times in history and in different political systems. We will analyze selected cultural topics and their representation in German-speaking media (television, news media, digital media, film, etc.) and draw comparisons to their media coverage in other cultures. This course also introduces you to the history of German-speaking cinema, discussing movies from the beginnings of film to the present. Prerequisites: GERM 2005 or placement exam.

**GERM 2701 Topics in Literature & Culture (4 Credits)**

Taught in German. This course explores authors, topics and/or movements in the German-speaking world. Topics vary. Repeatable if topic differs. Prerequisites: GERM 2005 or placement exam.

**GERM 2800 Advanced German Grammar and Composition (4 Credits)**

Taught in German. This course offers an in-depth grammar review. We will practice advanced grammatical structures and inclusive language through quizzes, writing assignments, cultural projects, and presentations. This course will help you advance all four skills (reading, writing, listening, speaking), developing a high level of grammatical accuracy and complexity. Prerequisites: GERM 2005 or placement exam.

**GERM 2900 Comedy, Humor, Satire In German-Speaking Cultures (4 Credits)**

In this course, we will analyze comedy, humor and satire as tools to expose political issues or social injustices and to raise existential, religious, and philosophical questions. We will examine various German, Austrian, and Swiss works (drama, poetry, prose, films, cartoons, paintings, theoretical and autobiographical texts), discussing topics such as ethno-comedy, Jewish humor, satire in the visual arts, famous German-speaking humorists and comedians, escapist humor in the GDR, theories of humor and laughter.

**GERM 2910 Contemporary Trends and Tensions in the German-Speaking World (4 Credits)**

This course focuses on sociopolitical, economic, and cultural trends and tensions in contemporary German-speaking societies. Critically analyzing various authentic materials (newspaper articles, literary texts, caricatures, art, talk shows, documentaries, films), we will deepen our cultural knowledge and draw comparisons to other cultures. Topics include gender identities, religions, multiculturalism, poverty, sports, climate, economic trade, health, regional traditions, and topics that students suggest.

**GERM 2920 (Multi)Cultural Identities and Values in the German-Speaking World (4 Credits)**

Social roles and groups shape and/or are defined by shared cultural knowledge and history. This course explores historical and contemporary (constructions of) social identities in German-speaking societies. We will analyze the depiction of various social identities in literary, political and theoretical texts, films and other visual media, art and music and relate them to societal norms, expectations, and power hierarchies at the time. Topics include East and West German identities, youth cultures, multiculturalism, race, gender roles and identities, class, education, and topics that students suggest.

**GERM 2988 Study Abroad Resident Credit (0-18 Credits)****GERM 3050 Advanced Conversation and Composition (4 Credits)**

This course focuses on fluency, accuracy, and inclusive language in oral and written communication. Completing numerous writing and speaking projects, you will enhance your language confidence, intercultural competence, and appreciation for diversity. We will discuss complex cultural topics in various communicative settings and experiment with different writing styles, genres, and registers. This course will prepare you for cultural discussion and literary analysis in our upper-level seminars.

**GERM 3325 Die Weimarer Republik: German Culture & Society 1918-1933 (4 Credits)**

This course analyzes how violence, economic and political volatility, technology, and changing moral codes affected German society and culture (literature, visual arts, film and music) from the onset of the First World War to the rise of Nazism. Germany's first experiment in democracy, the Weimar Republic, can be viewed both as a prelude to Fascism (and therefore a failure) and as a period of radical socio-cultural change, experimentation, and even progress. This course is taught primarily in German, but occasionally we discuss particular texts in English. Prerequisite: GERM 2003 or equivalent.

**GERM 3425 Nachkriegsdeutschland: German Culture & Society 1945-1990 (4 Credits)**

This course introduces the student to crucial aspects of the immediate postwar years: Germany's 'Stunde Null'; denazification & reeducation; occupation; 'Americanization' of Germany; 'Berliner Blockade'; the divided memory in East and West Germany; democracy in Germany; the Cold War and 'Berliner Mauer.' Via film, literature, and historical studies we explore how both Germanies (East and West) dealt with the legacy of World War II and the Holocaust. During the first third of the course we have a close look at the concerns of the immediate postwar years 1945-49. Most Germans considered these years of occupation, hunger, homelessness, and despair in a vastly destroyed homeland as much worse than the war that preceded them. Then we investigate critiques of the so-called 'normalization' of Germany's internal and external affairs between the founding of two separate German states and the ensuing 'economic miracle' in West Germany (1949-61). Finally, we trace the development of this 'divided nation' until collapse and reunification in 1989/90. Prerequisite: GERM 2100 or equivalent, or another 2000-level GERM class beyond 2003.

**GERM 3701 Topics Literature & Culture (1-4 Credits)**

Taught in German. This course explores authors, topics, and/or movements in the German-speaking world. Topics vary. Repeatable if topic differs. Prerequisites: GERM 2005 or placement exam.

**GERM 3910 Nature, Environmentalism and Sustainability in German-Speaking Cultures (4 Credits)**

This course critically analyzes the reputation and self-perception of German-speaking countries as 'green leaders' and models of engaged (local and global) citizenship. We will explore interrelations between three central manifestations of environmental awareness in German-speaking cultures: the long aesthetic tradition of depicting nature (as idyllic refuge, agent, inspiration, scientific object, or powerful threat) in literature, art and film, the history of green politics and contemporary environmental debates, practices and protests. Furthermore, we will search for bridges between the Sciences and the Humanities and compare Western interpretations of the non-human world with non-Western epistemologies, such as Traditional Ecological Knowledge.

**GERM 3920 Border Crossings: Exile, Migration, Travel (4 Credits)**

This course explores the importance of border crossings in contemporary and historical German-speaking cultures. Using a variety of cultural materials (images, music, film, political, theoretical and literary texts, travelogues, autobiographies), we will discuss the various reasons, challenges, and opportunities for border-crossers at various times in history and analyze how exile, travel, and migration experiences changed individual and cultural perceptions of Self and 'Other'. Furthermore, we will examine the impact that German-speaking border-crossers had on the lives, cultures, and lands of native populations. Topics include diasporic and national belonging, asylum, acculturation, integration, settler colonialism, Indianthusiasm, work migration, gender, race, construction of 'Otherness'.

**GERM 3930 Rebels and Revolutionaries in the German-Speaking World (4 Credits)**

The right to protest is essential in a democracy; protest is a form of political participation that can be a catalyst for social change. This course explores historical and contemporary protest movements in German-speaking cultures. We will analyze diverse cultural materials (political, theoretical, literary and autobiographical texts, movies and documentaries, paintings, songs) to discuss various revolutionary movements and their motivations, ideologies, goals and impact on German-speaking societies at different times in history. Topics include workers' movements, colonialism, resistance during dictatorships, terrorism, student protests, civil disobedience, climate activism.



**GERM 3940 Health, (Dis-)Ability and Well-Being in German-Speaking Cultures (4 Credits)**

In this course, we will analyze health, (dis-)ability, and well-being as key concepts in cultural identity constructions, not only for the imagination of the nation as a 'fit body' (body politic), but also for the definition and exclusion of presumed disposable, disabled/disabling, and worthless 'Others'. Analyzing various cultural materials, we will discuss the central role that health discourses played in the past (in European colonial ambition, in the establishment of democracies, in Nazi ideology and in socialist propaganda). We will also examine health(care) discussions in contemporary German-speaking cultures, focusing on topics such as healthcare systems, integration, women's health, refugees, climate, and other current topics that students suggest. Finally, we will compare Western understanding of health with other, non-Western epistemologies, such as Indigenous definitions of well-being.

**GERM 3950 Religion, Spirituality and Social Justice (4 Credits)**

Religion is a central cultural practice. As a unified system of beliefs and practices, religion influences individual, communal and national perceptions, values, behaviors and concepts of belonging. This course explores the histories of various religions in the German-speaking world: Christianity (Catholicism, Protestantism), Judaism, Islam and Buddhism. Analyzing political, theoretical, literary, autobiographical texts and visual arts, we will discuss topics such as migration and integration, holidays and practices, persecution and resistance, church and state, violence and war, science and ideology, spirituality and social justice, missions and colonialism.

**GERM 3988 Study Abroad Resident Credit (0-18 Credits)****GERM 3991 Independent Study (1-5 Credits)****GERM 3997 Internship in German (1-4 Credits)****GERM 3998 Distinction in German (1-5 Credits)**

## Global Commerce and Transportation (GLBL)

**GLBL 3100 Procurement, Sales, and Customer Relationships (4 Credits)**

This course exposes students to the theory and practices commonly used by best-in-class organizations relative to procurement, sales, and customer relationship management. The focus of the course is on the tactical approaches involved in marketing to potential customers, the procurement process, account set-up, quality customer experience, and customer relationship management including customer retention strategies.

**GLBL 3200 Transportation Modes and Nodes (4 Credits)**

This course provides an overview of the role of freight transportation to drive global economic development from its historical roots into the future. Global supply chains are built on a foundation of transportation modes. This foundation has evolved with value derived from speed, cost, capacity, flexibility, reliability, and technological adaption. Greater risk is now present in this foundation stemming from cyberthreats, political volatility, and public health crises. Transport modes have grown over time to include maritime (ships and barges,) surface (rail, trucks, and vans,) air (planes, helicopters, and drones,) and underground (pipelines.) Students will learn about the characteristics of these modes and the nodes with which they interact including ports, terminals, distribution centers, and flow centers. Whether working for a manufacturer, distributor, retailer, or e-tailer, students learn how effectively manage transportation, which is a key factor in profitability and customer satisfaction.

**GLBL 3250 Supply Chain and Logistics Systems (4 Credits)**

This class provides an overview of supply chain management as a key business function that holistically integrates functions such as planning, purchasing, inventory control, transportation, and warehousing. Students learn about topics such as designing supply and distribution networks aligned with the firm's business and supply chain strategy as well as improving supply chain performance via SCOR, Lean, and Six Sigma techniques. Students explore how various aspects of supply chain management are integrated within the firm as well as coordinated with suppliers, trading partners, and logistics/transportation providers to deliver superior customer satisfaction. Making sound strategic and tactical decisions are learned by managing a global consumer electronics supply chain via an online simulation. Best practices are investigated by studying some of the world's top supply chains.

**GLBL 3275 Warehouse and Asset Management (4 Credits)**

Learn the essential elements of warehouse management, focused on the role of an operations manager to lead people, develop and manage processes, and design and implement technologies. The scope of the course will be related to both warehouses and distribution centers within the supply chain. Gain an understanding of the role of warehouses and distribution centers in relation to the overall global supply chain system.

**GLBL 3300 Transportation Policy, Safety, & Security (4 Credits)**

This course provides an overview of the many public policy dimensions of transportation systems. It examines government regulations affecting transportation businesses, environmental regulations, labor laws, finance, public welfare, and the general relationship between economic policy and transportation investment. The class focuses on personal mobility (autos, highways, urban transit, and airlines), including freight transport (rail, ports, and pipelines). Future directions in transportation-related public policy are also addressed.

**GLBL 3325 Integrated Operations Planning and Inventory Management (4 Credits)**

The world of interconnectedness requires sophisticated planning and execution to supply the world. Sales, Inventory, and Operational Planning (SIOP) are parts of an integrated business management process through which the executive/leadership teams can continuously achieve focus, alignment, and harmonization among all functions of an organization. In this course, students will learn the essential components of this process, how strategic operational plans are developed and synchronized, the inputs and outputs of the process, and the ways Key Performance Indicators (KPI) influence and guide the organization.



**GLBL 3350 Transportation Safety and Security (4 Credits)**

Transportation security in the 21st century challenges the capabilities of our global transportation infrastructure. This course explores the ever-evolving requirements imposed on industry practitioners and encourages students to develop skill sets and knowledge required to embed security in transportation systems. We examine the evolution of the industry's concerns about safety, including concerns about security, and analyze how these concerns drive workforce training and resource allocation. Students assess technological and economic challenges to ensure safe and secure transportation systems. In addition to physical security issues, this course also examines the issues of resilience and preparedness, and how they drive industry practitioners, policy planners, and stakeholders.

**GLBL 3500 Field Experience in Transportation and Supply Chain (4 Credits)**

This course is an experiential learning collaboration between a student, a faculty advisor, and a professional supervisor, offering students an opportunity to apply their content knowledge to a professional setting. Students will integrate academic theory with practical experience in a professional field of interest. Additional site-specific learning outcomes are established in conjunction with the site supervisor.

## Global Studies (GS)

**GS 2050 21st Century Global Issues (4 Credits)**

As problems migrate across national boundaries, they become global issues which is known as globalization. These issues are related to population growth and the movement of people, international trade and finance, energy use, environmental impact, the spread of disease and hunger, and the control of weapons of mass destruction. These are all examples of challenges that must be addressed by all nations. This course guides students through the complex process of understanding the character of global issues, including identifying the root causes, the social and political implications, the impacted populations, and applicable power players. Students will analyze global issues, applying their analyses through team and individual projects. Additionally, students will be encouraged to reflect on how these issues may affect them personally and how to formulate strategies to critically assess with transnational problems.

**GS 2100 The Past as Prologue (4 Credits)**

The present-day character of the world's major regions—Africa, Asia, the Middle East, Europe, and Latin America—has been shaped by centuries of history, not only specific events such as wars, elections and peace treaties but also long-term developments in culture, language, religion and politics. This course provides a framework for thinking about general historical trends in selected regions of the world, while emphasizing case histories of countries in each region. By examining these national histories, students not only deepen their knowledge of key regions around the world, but also gain analytical skills that enable them to continue learning about other cultures and societies, and the many ways in which the past shapes the present.

**GS 3050 Economics and Finance (4 Credits)**

This course begins with a review of fundamental economic concepts, such as supply and demand, cost analysis, money and banking, saving and investment, and the nature and limitations of markets. The emphasis is on how basic economic factors influence all types of organizations and what organizations do to manage their financial affairs through budgets, financial controls, investments, and collaborations with other organizations. The role of international and financial institutions, such as the World Trade Organization, World Bank Group, and International Monetary Fund, will be examined. How globalization has altered the economic and financial arrangements between countries is also explored. Students learn to utilize economic and financial tools to identify and analyze international business opportunities.

**GS 3100 Understanding International Trade (4 Credits)**

Basic concepts of international economics are reviewed to explore how economic factors, such as exchange rates, balance of payments, inflation, labor, tariffs, and the flow of capital, affect trade. Using existing data sources, students explore what countries and regions trade with each other, to what extent, and in what products and services. Students analyze the international trade interactions of a particular state, country, or region, as well as the historical and current factors that impact these patterns. Students explore legal constraints to engaging in international trade, such as requirements for export licenses and screening for individuals and countries where trade is illegal.

**GS 3150 Global Politics (4 Credits)**

What will the global political landscape look like in the next 10, 25, 50 years? Which countries will dominate the political order? Will there be any dominant Superpowers, or will power be distributed among a variety of nations? In this course, students examine the shifting role of government as the world becomes more interconnected through global trade, communication, and travel. Historical theories of international relations are contrasted with new theories that attempt to describe the complex interdependence between countries. What strategies do nation-states employ to advance their global interests? How do nation-states and international organizations interact? What is global governance? In addition to answering these questions, this course also focuses on the changing role of people, of non-governmental organizations (NGOs), and of multinational businesses in this interconnected world.

**GS 3200 Global Peace & Security (4 Credits)**

Conflict abounds as do issues of safety and security in a global society. This course begins with a short history and theoretical understanding of global conflict and security issues in exploring paradigms of identity, difference, and otherness, including the rise of extremism. From there, students explore the impact that global conflict and security have on the following shared human experiences: economic, humanitarian, political, religious, cultural, and environmental/health. The content of the course is framed by a shared need to infuse more sustainable forms of diversity, equity, and inclusivity into the peace creation and safety needs of our global society in building greater ways to create awareness, empathy, and cooperation across nations and cultures.

**GS 3250 Society Through Novels and Film (4 Credits)**

Artistic modes of expression such as film and literature offer a lens for understanding the forces and concerns that have shaped and are continuing to shape, countries, regions, and peoples. Literary and artistic movements arise because of the particular confluence of history and the creative choices of artists, reflecting the issues that are at the vanguard of the times. Students analyze key works of literature and film in order to learn how these works can provide a concrete understanding of society's cultural values and political events. Simultaneously, students learn how their own values and history, as well as their assumptions about artistic creators and observers, are present in their interactions with the work being studied and how these factors affect their understanding of the region, area, or people they wish to study.

**GS 3300 Human Geography (4 Credits)**

Human geography analyzes people and places and how they interact across broad expanses of history and multi-continental distances. This course examines the roles geography and humanity have played in shaping one another in space and time. This course pays special attention to how and why cultures have developed in particular spaces. Global, regional, and national factors are emphasized in considering how a specific place shapes one's identity, values, and traditions. This course also provides an introduction to GIS mapping and considers issues of global health, eco-refugees, climate change, poverty, sustainability, war, and economics. Students gauge the influence of media and governments on issues of geographic importance.

**GS 3800 The Puerto Rican Paradox: Challenges and Opportunities in Uncertain Times (4 Credits)**

The Commonwealth of Puerto Rico is a tropical paradise boasting vibrant communities, rich cultures, and abundant natural resources. Once coined a "natural jewelry box" by the BBC, Puerto Rico offers sparkling turquoise waters, bioluminescent bays, lush mountainous terrain, and colorful colonial architecture. It is also plagued by a debilitating debt crisis, political corruption, and a crumbling infrastructure, which, particularly in the aftermath of hurricanes Irma and Maria, have caused many residents to flee the island in search of better opportunities and more stable living conditions. In this course, students will examine the paradox that is Puerto Rico. Drawing from literature on culture, history, power, and politics, students will research a topic of their choosing, with the professor's approval. They will then work with local communities in Puerto Rico on a project of mutual interest and importance, culminating in an approach or proposal for addressing the issue(s) at hand. Students will be required to spend 5 days on-site in Puerto Rico, plus any necessary travel time. This course will give students broad exposure to the history and culture of Puerto Rico, in addition to a nuanced understanding of a specific industry, issue, or problem. It will additionally highlight the power, privilege, and oppression that exists in our own backyards on this U.S. Commonwealth island.

## Health Sciences (HLTH)

**HLTH 2000 Science of Human Health (4 Credits)**

This keystone course focuses on individual, community and population health. Students will be introduced to topics including health & wellness through the lifespan, population and public health, health promotion and education, and social determinants of health and health equity. This course will provide students not only the insight about the scientific basis, but also the social and cultural contexts of human health and health care. Students will gain an understanding about how behavioral health and social factors affect human biology and health. In addition, students will learn to effectively employ the critical skills and competencies necessary for understanding and evaluating human health and health care, as well as to effectively identify and learn to contribute to evidence-based health care.

**HLTH 2010 Health Systems Science (4 Credits)**

This keystone course will provide knowledge about how education, policy and healthcare delivery function within health care systems. Students will be introduced to topics including healthcare delivery systems and management, health policy and economics, and health informatics and technology. Students will gain an understanding about the healthcare delivery organizations and systems in the United States, contributions of government and public policy to health care, and the economics that drive healthcare systems. These content areas will be presented within the themes of the 3 pillars of health equity: access to health care, quality of care, and health outcomes. Students will gain an appreciation of a perspective from the patient experience in the healthcare system. Furthermore, this course will challenge students to effectively identify and critically consider the interactions and conflicts between these entities.

**HLTH 2200 Medical Terminology: Fundamentals and Applications (4 Credits)**

This course presents fundamentals and applications of medical terminology. This review and application of human anatomy and physiology is suitable for students who have completed some introductory biology and who are working toward a career in medicine or for whom communication with healthcare providers is essential. Students study basic anatomy and physiology at a level that is intermediate between introductory and advanced courses, discover the medical history behind medical terminology, analyze medical case studies, and work to develop skills for clear and concise articulation of the basic concepts of anatomy and physiology behind medical diagnosis and treatment. This mastery of medical terminology helps to build a strong foundation for advanced coursework in anatomy and physiology. Prerequisites: BIOL 1010 and 1011, or BIOL 1222, or BIOL 1262.

**HLTH 2210 Health Education and Promotion (4 Credits)**

This course will provide students foundational knowledge about how to deliver health education and promote healthy behaviors to community. Students will focus on integrating evidence-based research into instructional strategies including preparing culturally sensitive presentations, leading difficult conversations, and activities to reinforce healthy behaviors. This course includes a weekly service-learning activity, where students will present approved workshops to youth on topics such as: mental health, sexual health, healthy behaviors and harm prevention, and accessing health care. The content delivered to youth aligns with the National Health Education Standards. Prerequisites: HLTH 2000 or HLTH 2010.

**HLTH 3000 Seminar in Health Science (1-2 Credits)**

This seminar is the capstone course for the Human Health Science & Systems program. This class will focus on the current understanding of several topics in human health. Emphasis will be on critical reading and discussion of current scientific literature related to human health and health care. Students will learn to recognize and appreciate different approaches and methods of health-related research. Students will utilize and integrate knowledge from previous courses to understand to present effective discussions on current topics in health. For students' continued development of strong oral communication skills, student presentations of primary literature will generate the basis of discussion. Prerequisites: HLTH 2000 and 2010.

**HLTH 3155 Leadership in Health (1 Credit)**

This course addresses the basic leadership skills necessary to succeed in the dynamic professional environment of health science and healthcare. Topics covered include individual and team leadership strategies and professional skills related to communication, management, strategic planning, implementation of change, negotiation, conflict resolution, and team building. Students will determine leadership strengths and weaknesses and learn to adapt their leadership approach to meet specific situations and challenges. Students will strengthen their leadership practices through a series of lectures, case studies, guided interactions and group exercises. Prerequisites: HLTH 2000 and 2010.

**HLTH 3600 Cultural Responsiveness in Health Care (2 Credits)**

To contribute to reducing health inequities and improving health outcomes, this course will promote an improved understanding and responsiveness to the realities of social and structural impacts that influence the health of an individual or community. Topics will include health care delivery and access, political economy of health care, implicit biases, professionalism, relational leadership, dealing with patients in difficult situations, and health equity. The course will help students learn to provide more informed and effective care and promote a more culturally sensitive and responsive future workforce in healthcare, while also serving community needs. Prerequisite: HLTH 2000 or equivalent.

**HLTH 3700 Topics in Health (1-4 Credits)**

Topics in the area of, but are not limited to, human health and disease, environmental or social impacts on health, healthcare delivery, evidence-based medicine. Students will gain knowledge of a specific topic in human health and/or health care through discussion of current literature and research. May be repeated for credit. Prerequisites: HLTH 2000 or 2010.

**HLTH 3870 Medical Ethics (4 Credits)**

This course will present knowledge and discussion of ethical issues that arise from advances in the biomedical sciences and medicine. Several specific ethical issues and policies related to methodologies and procedures, emerging medical technologies, treatment decisions, doctor-patient relationship, informed consent, medical experimentation/clinical research, and health care reform. The overall objective of this course is to enhance awareness and critical thinking skills for future science professionals who are able to express their views in a culturally-responsive manner and listen to and appreciate others' perspectives. This course will focus on discussions, case studies, and projects. Prerequisites: BIOL 2120, or HLTH 2000.

**HLTH 3991 Independent Study in Human Health Science and Systems (1-4 Credits)**

In this course, students can engage in independent study focused on a topic in human health science and/or human health system science under faculty supervision. The independent study in Human Health Science and Systems provides individualized opportunities to gain knowledge on a specific health topic of interest to the student. This course complements the student's didactic coursework in established health topics and provides an opportunity for students to delve deeper into a specific health-related topic. The student is responsible for identifying a faculty supervisor before registering for class. Maximum of 5 quarter hours of HLTH 3991 and/or HLTH 3993 and/or HLTH 3995 may be applied toward the 20-quarter-hour requirement for a minor in Human Health Science & Systems. Prerequisites: HLTH 2000 or HLTH 2010.

**HLTH 3993 Internship in Human Health Science & Systems (0-4 Credits)**

An internship is the opportunity to engage in a unique educational experience outside of the didactic setting of the classroom. This course includes a structured practical and productive internship experience that allows for the integration and application of coursework in a professional setting. The internship can be administrative, clinical, programmatic, or research focused. The internship must be a new experience for the student. If the proposed internship is within same setting as previous experience, the internship activities must be clearly different from past experiences. The course credit is variable (1-5 credits) depending on the rigor and time commitment required to complete the internship. Prerequisites: HLTH 2000 or 2010.

**HLTH 3995 Independent Research in Human Health Science and Systems (1-4 Credits)**

Independent research is an opportunity for students to be engaged in research within the fields of human health science or health systems studied under the guidance of a faculty member. This course complements the student's didactic coursework in established health topics and provides an opportunity for students to engage in focused research on health-related question. research. Students will effectively employ the critical research skills and competencies necessary critique and understand current literature, identify gaps in current knowledge, and understand and employ appropriate research approaches and methods for addressing the health-related research question. The student is responsible for identifying a faculty supervisor before registering for class. Maximum of 5 quarter hours of HLTH 3991 and/or HLTH 3993 and/or HLTH 3995 may be applied toward the 20-quarter-hour requirement for a minor in Human Health Science & Systems. Prerequisites: HLTH 2000 or 2010.

## Healthcare Leadership (HC)

**HC 3000 Healthcare Systems (4 Credits)**

Healthcare Systems provides a framework for providing management excellence in healthcare organizations. The administration, organization, human capital, governance, finances, and delivery of health care in the United States are emphasized throughout this introductory course. External influences and societal trends that impact value, access, and the cost of care will be examined so that students can help shape a future healthcare system in the United States.

**HC 3050 Healthcare Policy (4 Credits)**

This course provides the student with a theoretical as well as a practical exploration of healthcare policy both with the healthcare delivery system and the health industry. The motivations, creation, implementation, and evaluation of policy in healthcare are examined through the 4P (patient, provider, payer, population) perspective framework. Students will be introduced to key U.S. and global governmental and regulatory agencies related to the health industry. Students will objectively evaluate how policy changes occur at the federal and state levels and then how they subsequently affect functioning as a citizen and a professional. Students will assess the role of policy in the health industry from the community level to the federal level and its effect on public and private sectors. Students are strongly encouraged to complete HCA 3000 before registering for this course.

**HC 3100 Economic of Healthcare (4 Credits)**

This course introduces students to the economics of the healthcare delivery system and the health industry. Students will first examine fundamental economics and then transition to an overview of macro and micro economics. Due to the global reach of healthcare, students will survey international economics, and the course will conclude with a section on personal finance economics. These topics are explored through the 4P (patient, provider, payer, population) perspective framework, and this course relies heavily on case studies due to the broad scope and changing application of economics in healthcare.

**HC 3150 Healthcare in the Digital Age (4 Credits)**

This course is designed to familiarize students with the ever-evolving range of technology in the healthcare delivery system as well as the health industry. While the course covers electronic health records (EHRs) and health information exchanges (HIEs), the course is equally focused on the growing and diverse range of digital, virtual, and health information systems with the health industry. These topics are explored through the 4P (patient, provider, payer, population) perspective framework so students are prepared to progress in the digital age. The course concludes with a survey of strategies to connect the digital efforts in the health industry with digital efforts across multiple industries.

**HC 3250 Healthcare Administration (4 Credits)**

This course provides students the opportunity to explore the landscape of healthcare administration. Although administration spreads across both the healthcare delivery system and the health industry, this course will focus heavily on the complex structure of administration within the healthcare delivery system. The organizational structure, processes, and management involved in healthcare administration will be explored through the 4P (patient, provider, payer, population) perspective framework. This course concludes with an introduction to change management, integrated delivery systems, and cross-functional leadership.

**HC 3300 Quality Management in Healthcare (4 Credits)**

This course serves as an introduction to quality management in the healthcare delivery system as well as the health industry. Students will explore the planning, assurance, support, and improvement involved in quality management through the 4P (patient, provider, payer, population) perspective framework. Due to the collaborative nature of quality management in the health industry, students survey seminal and emerging principles and processes. This course relies heavily on case studies due to the broad scope and changing the application of quality management in healthcare.

**HC 3950 Healthcare Practicum (4 Credits)**

Practicum is an experiential learning collaboration between a student, a faculty advisor, and a professional supervisor. Students will integrate academic theory with practical experience in a professional field of interest. Additional site-specific learning outcomes are established in conjunction with the site supervisor.

**HC 3980 Healthcare Internship (4 Credits)**

Students will use their internships to integrate knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent work products will be created.

## Hebrew (HEBR)

**HEBR 1001 Elementary Hebrew (4 Credits)**

Hebrew 1001 is designed for students with little or no prior knowledge of Hebrew. This course aims to provide practical language skills for meaningful communication in real-life situations. It is designed to develop all four language skills: listening, speaking, reading, and writing, weaving them all into daily classes through a communicative-cultural approach. First course in a three-quarter sequence.

**HEBR 1002 Elementary Hebrew (4 Credits)**

Hebrew 1002 is the second course in a three-quarter sequence. This course aims to provide practical language skills for meaningful communication in real-life situations. It is designed to develop all four language skills: listening, speaking, reading, and writing, weaving them all into daily classes through a communicative-cultural approach. Prerequisite: HEBR 1001 or equivalent.

**HEBR 1003 Elementary Hebrew (4 Credits)**

This is the third course in the elementary Hebrew sequence. It aims to provide practical language skills for meaningful communication in real-life situations. It is designed to develop all four language skills: listening, speaking, reading, and writing, weaving them all into daily classes through a communicative-cultural approach. Prerequisite: HEBR 1002 or equivalent.

**HEBR 2001 Intermediate Hebrew (4 Credits)**

Continuation of language study with emphasis on the living language of contemporary Israel. Three-quarter sequence. Prerequisite: HEBR 1003 or equivalent.

**HEBR 2002 Intermediate Hebrew (4 Credits)**

Continuation of language study with emphasis on the living language of contemporary Israel. Three-quarter sequence. Prerequisite: HEBR 2001 or equivalent.

**HEBR 2003 Intermediate Hebrew (4 Credits)**

Continuation of language study with emphasis on the living language of contemporary Israel. Three-quarter sequence. Prerequisite: HEBR 2002 or equivalent.

**HEBR 2370 Multicultural Israel: Food, Film and Beyond (4 Credits)**

In this course participants will examine Israeli culture and identity using a broad array of materials and topics, including popular music, film, sports, and food. Topics include Israel's society, ethnic relations, and the Arab minorities in the Jewish state. Students also discuss whether there is a unique Israeli culture and the struggle for Israel's identity. Emphasis is on interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways. Through discussion, research, writing and various media resources, class members investigate these varied dimensions of culture; learn to understand them in their broader social, aesthetic, ethical, and political contexts. This course fulfills the Analytical Inquiry - Society & Culture common curriculum requirement.

**HEBR 2380 Multicultural Israel through Popular Music (4 Credits)**

The music of Israel is a combination of Jewish and non-Jewish music traditions that have come together over the course of a century to create a distinctive musical culture. This course presents a brief cultural history of Israel through popular music. To examine the central and lively role that songs have played in the shaping of Israeli identity, this class examines a range of diverse lyrics, including selections from folk music, pop and rock music, Levant influenced music, and more. Topics covered include Shirei Eretz Israel (the songs of the land of Israel), military ensembles, song festivals and competitions, the rise of minorities, outstanding performers and songwriters, international influences, and media's impact on audience preferences. This course fulfills the Analytical Inquiry: Society and Culture common curriculum requirement.

**HEBR 2745 Israeli Television and Cinema: Representing Cultural Diversity in Israeli Life (4 Credits)**

The course goals are three-fold: a) to facilitate students' communicative competence in Hebrew across the interpretive, interpersonal and presentational modes through constant immersion in Hebrew, b) to expand students' knowledge and understanding of Israeli society and culture while interacting solely in Hebrew, and c) to help students develop a lifelong interest in learning the Hebrew language and its culture. Screening of Israeli films is a central part of the course. All the films are in Hebrew. The course is not open to native speakers of Hebrew. Cross listed with JUST 2745. Prerequisite: HEBR 2003 or equivalent.

**HEBR 3010 Aspects of Modern Hebrew: Readings, Films, Songs, and Discussion (4 Credits)**

This course is designed for students who have successfully completed Intermediate Hebrew. It facilitates communicative competence in Hebrew across interpretive, interpersonal and presentational modes through constant immersion in Hebrew. It also expands knowledge of Israeli culture while interacting solely in Hebrew. This course is not open to native speakers of Hebrew. Cross listed with JUST 3010. Prerequisite: HEBR/JUST 2003.

**HEBR 3991 Independent Study (1-5 Credits)**

## History (HIST)

**HIST 1110 Ancient Rome (4 Credits)**

This course examines the history and culture of Rome from earliest times to the death of Augustus in A.D. 14. We look at political and military developments of Rome as it went from a monarchy, a republic, and an empire. We also study social and cultural aspects of the Romans, who originally were simple pastoralists living along the Tiber but in time became rulers of the entire Mediterranean region. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1240 Comparative History of Medicine (4 Credits)**

This class examines the development of different traditions of medicine, comparing the history of modern scientific medicine with the histories of various forms of what today is called "alternative medicine." It requires no previous background in science, medicine, or history, but is meant to engage students interested in any one of those fields. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1250 Food in East Asian History (4 Credits)**

This class examines the relationship between food and health in East Asian history. We focus on how that relationship, and the way people understood it, changed over the past century and a half. In other words, we focus not only on how (and what) people in East Asia have eaten, but also on how they have thought about eating. This course asks how western dietary ideas and practices have interacted with traditional East Asian ideas and practices over the past century and a half. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1260 Modern South Asian History (4 Credits)**

This course will explore the modern history of the subcontinent, through the colonial experience to the postcolonial construction and division of nations, with a particular focus on India, Pakistan, and Bangladesh (although students are also welcome to take on optional readings on Sri Lanka, Afghanistan, and Nepal, among others). The course will consider the legacy of colonialism in India, and debates over whether postcoloniality is really "post." We will explore the history of nationalisms – state, ethnic, religious, and linguistic – and the ramifications of Partition and the wars over Bangladesh and Kashmir. This course will also explore the history of South Asia in the rest of the world, through the migration of its diaspora and its role in the Bandung moments of Afro-Asian solidarity in the global struggle against oppression. We will take into account discourses regarding tradition and modernity, democracy and secularism, and the terms "freedom" and "terror" – and what this means for the lived experiences of South Asians in today's world. Readings will include historical accounts, theoretical texts, films and literature, as well as primary sources. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**HIST 1320 European Culture in the World Wars (4 Credits)**

This course covers the history of Europe in the first half of the twentieth century—a time of crisis, extreme violence, and fascinating cultural production. Within the context of war, economic crisis and political extremism, we study the ways in which artists, writers, composers and film makers responded to the dramatic events they witnessed. We also examine European governments' attempts to shape public opinion through propaganda and mass media. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1330 History of Ireland (4 Credits)**

We examine the creation of modern Ireland from the 16th-Century to the present, including a brief discussion of the Celtic and Medieval periods. Major themes of analysis and discussion include changing definitions and representations of 'Irishness', competing questions of identity and national membership and how these debates influenced the development of various nationalist movements in both the past and the present. The role of women, gender, violence, emigration, and other social and geographical factors within Irish society are used to examine Ireland's evolution into a modern state and its relationship with the United States, Britain, and the rest of Europe. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1340 The British Monarchy (4 Credits)**

This course explores the role of the monarchy in British society from Elizabeth I in the Sixteenth Century to Elizabeth II, the current Queen. We discuss how monarchs adapted to changing political situations and how they attempted to shape public perceptions. We also explore the ways in which expectations of the monarch have changed, from an almost absolute ruler to a constitutional monarch whose role has become largely ceremonial. Over the course of the nearly five hundred years covered in this period, Britain experienced a regicide, the forcible overthrow of a king, and a voluntary abdication, yet the institution of monarchy has proven remarkably resilient. In the twentieth century, as the royal family struggled with a series of scandals, some came to believe that the institution had run its course and was due for abolition, but today public fascination with royalty remains strong. We focus on the relationship between the public image of the monarchy and its political role as a way of understanding broader changes in British society in the modern era. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1350 History of the British Empire (4 Credits)**

This course explores the rise and fall of the British Empire from its origins during the English conquests of Wales, Scotland and Ireland; explorations of the world, through commercial expansion under the British East India Company; the rise of Britain as the preeminent world imperial power during the 19th century and its eventual decline and legacy during the late 20th century. Using a variety of secondary articles, primary sources, films and monographs, this course analyzes highly debated issues including the interconnected nature of British society and developments out in the Empire, both cultural and political; the important role that women, gender, and racial ideologies played in British dominance of one quarter of the globe; how the empire and representations of Empire changed over the century; and finally, the impact of that empire upon issues of identity and population in a post-colonial Britain. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1360 World War One (4 Credits)**

Historians have argued that the First World War definitively shaped the twentieth century. It set the stage for World War II; it redefined the role of government in citizens' lives; it brought technology full-force into power struggles between nations; it simultaneously birthed communism and fascism; and it desensitized entire generations to violence and brutality. In this class, students explore this very dramatic and influential war. Students unfamiliar with the war will more firmly grasp the historical significance of the event while students who may be familiar with the war will gain new insights and interpretation of how the war was conducted and why the war mattered. Students read the words and thoughts of those who participated in the war, as well as interpretations of the war by military, social, and political historians. This course counts toward the Analytical Inquiry: Society and Culture requirement. There are no prerequisites for this class.

**HIST 1370 Monks, Merchants, and Monsters: Medieval Travelers (4 Credits)**

When we think of the Middle Ages we tend to think a static and isolated world, one without the benefits of fast travel or the convenience of easy communication via cell phones and e-mail, a world where much of the map was blank or contained the ominous words 'Here There Be Dragons.' And yet even in this period enterprising and intrepid men and women were on the move, exploring new places and meeting new peoples. In this course we will examine a number of different medieval travelers, from missionaries and religious pilgrims to merchants and diplomats, to explore how and why medieval people left home, and how these voyages shaped not just the travelers themselves but the lands they came from and those they entered. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1380 Barbarians at the Gates: Civilization and the Other in the Pre Modern World (4 Credits)**

From the birth of the first cities in Mesopotamia in c. 7000 BCE writers and thinkers have been concerned with the peoples who lived beyond their walls. The Ancient Greeks coined the term "Barbarian" and this word continues to have incredible resonance even today. This course will look at a variety of pre-modern primary sources, from the very first written epic all the way to the discovery of America to examine how ideas of civilization and barbarism are created and used by pre-modern authors to understand both the world around them and their own identities. As we engage with these sources we will also work to see how these pre-modern events and ideas continue to impact our own conception of the past and our present. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1510 War and the Presidency (4 Credits)**

This course examines four wars in American history and the relationship of those wars to the sitting presidents. Together we explore the reciprocal influence of Abraham Lincoln and the Civil War, Woodrow Wilson and World War I, Franklin Roosevelt and World War II, and Lyndon Johnson and the Vietnam War. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**HIST 1520 Immigrant Voices in Modern America (4 Credits)**

This United States has aptly been called "a nation of immigrants." In this course, we explore the immigrant experience of the last century by examining different forms of personal testimony—autobiographies, diaries, novels, personal correspondence, and oral histories. Listening to these various immigrant voices helps us to understand the processes at work as newcomers and their children (first- and second-generation immigrants) struggled to achieve economic stability and to define their identity as Americans. The course readings as well as the student projects are intended as instruments with which to assess the influence of old world customs, religion, education, work, gender and anti-immigrant prejudice in shaping the process of adaptation to American society. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1530 History of the United States since 1865 (4 Credits)**

From the devastation left by slavery and the Civil War to the dizzying changes brought by globalization in our own time, this course sweeps through the last 150 years of the American experience. We wrestle with questions like the following: How did the Industrial Revolution, the Great Depression, two world wars and the Cold War change America, and ordinary Americans' everyday lives, and what legacies did these events leave for our own day? How have Americans defined and divided themselves—by race, gender, class, or otherwise—and how have such categories shifted over time? Where did we get our political parties and ideologies? Our work habits and habits of play? Our ideas about "big business," "big government," "American exceptionalism," or the "American dream"? As we consider these and other big questions, we also explore how historians make sense of U.S. history, and how we can make it relevant to our own times and our own lives. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1550 America in the Sixties (4 Credits)**

This course examines one of the most tumultuous eras in U.S. history, its role in the reshaping of American life after World War II, and its legacies for the present. What constitutes "the sixties"? Was it an era of discord, dissolution, and decline, or of empowerment and democratization? Together we sort through conflicting perceptions of the period and closely examine some of the most salient issues of the decade - including the war in Vietnam, ethnic and race relations, youth culture, feminism and gay liberation, and the rise of conservatism. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1560 Seeing Red: Native Americans and Photography (4 Credits)**

The struggle over whether the photographic record would include only representations of the savage (dead savage, noble savage, the disappearing savage, Indian chief, Indian warrior, Indian shaman, Indian maiden), or would expand to include Native realities (the threat of violence, bureaucratic control, family relationships, traditional culture, engagement with modernity, humor/irony, and aesthetic sovereignty) has been fought throughout photography's 200-year history. This course introduces students to photographic visual analysis and an abbreviated history of Native Americans and photography. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1570 Pioneering in Colorado: Land, Bodies, & Violences in the Sand Creek Massacre (4 Credits)**

This course uses critical analysis of primary sources to understand Sand Creek as a crucial site necessary to understand the history of Colorado and Denver University. Students will critically read and analyze primary source documents including newspaper articles, testimonies from massacre participants and survivors, artwork, material culture, letters, oral history, music, and proclamations to understand Sand Creek as a place and a history related to the creation of Colorado and Denver University. Additionally, the class will visit specific sites associated with Sand Creek to understand place-making and memorialization as a function of historical meaning-making and analysis. These sites include the Sand Creek Massacre site, History Colorado, the Silas Soule memorial plaque, and Riverside Cemetery (where Silas Soule and Joseph Cramer are buried). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1600 Jews in the Islamic World, 632 C.E. - 1948 C.E. (4 Credits)**

This course deals with Jewish history in the Islamic world from the death of Muhammad to the establishment of the state of Israel. Students are exposed to the political, social, and economic histories of various Jewish communities, many of which no longer exist, in numerous Islamic empires and/or political units. While studying these communities we also compare the treatment of Jews under Islamic rule to the treatment of Jews under Christian rule and the treatment of Christians under Islamic rule. Cross listed with JUST 1600. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1610 The History of the Crusades: 1095-1300 (4 Credits)**

This course traces the origins and development of the Crusading movement as well as its impact on Christian, Muslim, and Jewish society in Europe and the Middle East from the 11th through the 14th centuries C.E. This course also examines ideas of Christian/Muslim/Jewish difference in this period. We pay special attention to primary source material. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1705 Modern African History (4 Credits)**

This course is a survey and introduction to modern African history from the late 19th century to the present. We will explore the period of European colonialism and its postcolonial legacy, focusing on the experiences of Africans at this time. Themes addressed in this class will include gender, age, class, race and ethnicity, and the historical legacies of both the precolonial and colonial eras to the construction of the postcolonial nation-state. Assignments will be geared towards teaching students to think and write like historians, and understand the basic tenets of historical inquiry, such as how to use primary and secondary sources and differentiate between them, and construct a basic historical argument that advances historiographical understandings of the topic in question. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1715 Middle Passages: Atlantic World Migrations (4 Credits)**

Middle Passages examines first-hand accounts by enslaved people and enslavers, modern depictions, and analyses by historians in order to trace the origins, expansion, and decline of traffic in captive Africans in addition to its impact on four continents. The course seeks to answer, among others, the following questions: Why were Europeans in Africa? Why were Africans enslaved? What did African experience on the journey to slavery in the Americas? Which came first, racism or slavery? What is the middle passage? If we want to understand how the US (and not only the South), Western Europe, parts of Latin America, and much of Africa got to be how they are now, we need to know something of the human commerce that profoundly shaped them. In this course, students consider individual, national, and institutional experiences of the Middle Passage by exploring a textbook that overviews the histories of the trans-Atlantic Slave Trade and accounts from a series of primary sources.

**HIST 1850 20th Century LGBTQ History in the United States (4 Credits)**

This course uses a cultural history approach to explore the experiences of lesbian, gay, bisexual, transgender, and queer peoples in the "long twentieth century" (1880s-2010s) United States. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 1988 Study Abroad Resident Credit (0-18 Credits)****HIST 2015 Ancient Greece (4 Credits)**

A survey of the history of the Greeks and their civilization.

**HIST 2022 The Roman Empire (4 Credits)**

This course examines the history and culture of ancient Rome during the height of the empire. We look at political and military developments of Rome as it transformed from a republic into an imperial power. We also study social and cultural aspects of the Romans, who originally were simple pastoralists living along the Tiber but in time became the rulers of the entire Mediterranean region. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2030 Ancient Near East (4 Credits)**

This course traces the history of the ancient Near East from the earliest civilizations in the Fertile Crescent down through the Persian Empire. Particular attention is given to the political, military, and social developments in the region as well as the cultural contributions of Mesopotamia to the history of the ancient Mediterranean world.

**HIST 2075 Nazi Art Looting (4 Credits)**

This course examines the history and legacy of Nazi art looting, which continues to impact museums and the art world today. We begin with an overview of plundering mechanisms used by the Nazis and their collaborators, and discuss restitution efforts since the end of the Second World War. Students carry out a research project focusing on a case study, working in small groups with other students. The work is interdisciplinary and experiential, with direct relevance to ongoing restitution cases.

**HIST 2105 The Dark Ages: Survey in Early Medieval History (4 Credits)**

This course is designed to introduce students to the societies and cultures of the pre-modern western world, beginning with the late Roman Empire and stretching to the year 1000, a period often referred to as the "Dark Ages." Throughout the semester we will read primary texts representative of ideas and historical developments that shaped the Early Middle Ages. Central to this course will be three major themes: the development of western Christianity, the ongoing struggle between centralizing governments and local powers, and the effects of cross-cultural contact on western society. As we examine topics such as the fall of Rome, the rise of the three great cultures of the early medieval period (Christendom, Byzantium, and the Islamic world), and the formation of kingdoms and states our readings and lectures will focus on one or more of these major themes as a way of approaching the complex and often unfamiliar pre-modern world. By analyzing and evaluating these texts and their authors we will gain a better understanding of the past and a clearer idea of how the institutions and ideas of the pre-modern world changed over time and how they continue to impact and influence modern societies.

**HIST 2106 The High Middle Ages: From Dark Age to Rebirth (4 Credits)**

This course is designed to introduce students to the societies and cultures of the pre-modern western world, beginning in the year 1000 and culminating in the end of the medieval period in 1453. The "High Middle Ages" was a period of tremendous development and innovation. The first universities appeared, men and women argued about belief and practice, traders and warriors forged new connections with the wider world, and the very structures of modern Europe appeared for the first time. As we examine topics such as the Crusades, heresy, popular revolt, and cross-cultural trade our readings, lectures, and discussions will examine how we can understand the development of "Western" civilization and the ways in which the medieval past continues to inform our modern lives.

**HIST 2120 Europe in the Renaissance/Reformation (4 Credits)**

Social, political, intellectual and cultural history.

**HIST 2125 Cold War Europe (4 Credits)**

Examines key issues in the history of Europe from the end of the Second World War to the disintegration of the Soviet Union. The clash of twentieth-century ideologies provides a framework for understanding European relations with the United States and the Soviet Union, along with broader political and cultural trends, decolonization, economic and social change, and class, gender, and race relations.

**HIST 2131 Early Modern Europe: 1600-1789 (4 Credits)**

Social, political and intellectual history of Europe during period of the Old Regime and Enlightenment.

**HIST 2132 19th-Century Europe (4 Credits)**

Social, political and intellectual patterns from French Revolution to outbreak of World War I.

**HIST 2210 The French Revolution and Napoleon (4 Credits)**

This course examines the many ways in which the French Revolution and Napoleonic period (1789-1815) marked a significant break with the past—politically, socially and culturally. Yet these changes could not occur with some continuity in social and political institutions. We will work to answer a central question: as Napoleon dominated most of the European continent militarily and established a dictatorship at home, to what degree was he promoting ideals of the Revolution?.

**HIST 2320 US Foreign Policy in the Middle East (4 Credits)**

This course aims to introduce students to both Middle Eastern history and American Foreign Policy by exploring the politics and culture of U.S. involvement in the Middle East in the post-WWII period. In doing so this course pays special attention to the impact of the Cold War in the Middle East, American policy towards the Arab-Israeli conflict, the role of oil in American foreign policy, American responses to the rise of Islamist movements, the impact of media and culture on the formulation of America's Middle Eastern policies, and U.S. relations with dictatorial governments in the Middle East. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2320.

**HIST 2335 Early Islamic Empires in Comparative Perspective, 632 CE - 1300 CE (4 Credits)**

This course looks at the social, economic, political, and environmental histories of Islamic empires from the 7th through the 13th centuries CE. In doing so, this course also examines how early Islamic empires ruled over both Muslim and non-Muslim, especially Christian and Jewish, populations. Additionally, this course aims to compare these Islamic empires with non-Islamic Afro-Eurasian empires from the same general time periods. Students should be aware that this course will not cover every early Islamic empire but will adopt a case-study approach, meaning the professor will select key empires to examine.

**HIST 2400 Women in European History: 1800-Present (4 Credits)**

A survey of women in the modern age. Topics include women's work, sexuality, cultural movements, feminism and domestic life.

**HIST 2401 European Women's History: 1500-1800 (4 Credits)**

Changes and continuities in women's experiences during the early modern period, as well as changing ideas about gender; family, work, religion, sexuality, political power.

**HIST 2450 History of the Italian Mafia (4 Credits)**

For two centuries, an entity called "Costa Nostra" has dominated the histories of Sicily and Italy. Costa Nostra has long been a shadowy and poorly-understood organization, yet it has changed the world in dramatic and unexpected ways. In this class, students learn what the Italian Mafia is and explore its history in Italy, particularly the Mafia's developing relationship to the law, the Italian government, and Sicilian culture. Students examine the nineteenth-century origins of the Mafia as well as the more recent "Mafia Wars" (1962-69 and 1970-82) that rocked Italy and resulted in the first widespread prosecution of Mafiosi. The recent trials of notorious Mafiosi have led to political scandal and charges of conspiracy, collaboration, and cover-up at the highest levels of Italian government. Lastly, students learn about the efforts of the Anti-Mafia movement to reform and redirect Italian and Sicilian culture and society.

**HIST 2510 American History to 1789 (4 Credits)**

Encounters between Native Americans, Europeans, and Africans in the American colonies; the Revolution, the confederation period; the framing and adoption of the Constitution.

**HIST 2520 American History: 19th Century (4 Credits)**

Establishment and development of new nation; emphasis on political history; experience in analysis of source materials.

**HIST 2525 Great Depression in America (4 Credits)**

This course will investigate the social, political, economic, and cultural dimensions of the Great Depression in America. Students will be exposed to a variety of sources, including photographs, posters, film, fiction, and documentaries, as well as more traditional historical sources, both primary and secondary.

**HIST 2530 American History: 20th Century (4 Credits)**

This course surveys the major political and social developments in the United States since the turn of the century, including the Progressive Movement, World War I, the Depression and New Deal Liberalism, World War II, the Cold War and American internationalism, the Civil Rights Movement and the growth of feminism, the Great Society, the Vietnam War, and the Watergate crisis.

**HIST 2531 Twentieth Century Native American History (4 Credits)**

This class reviews Native history from the late 19th century to the present, focusing on the interplay between large institutions and structures – such as federal and state governments, or the US legal system – and the lived, local experience of tribal communities. The major themes followed throughout the course of the semester include: place, space, and indigeneity (indigenous identity).

**HIST 2541 The Roots of Modern America (4 Credits)**

This course surveys one of the most tumultuous periods in U.S. history, one that encompassed industrialization, massive immigration, urbanization, settlement in the American west, and the confrontation between Victorian and Modern culture. Special attention is paid to asking how political, cultural, and social dissent has been defined through time. Topics include Darwinism and social Darwinism, capitalism and its dislocations, agrarian and labor radicalism, cultural and political radicalism, the progressive movement, feminism, the home front during World War I, and the aftermath of the war.

**HIST 2551 The American West Since 1860 (4 Credits)**

Everyone knows the romantic and violent mythology of the Old West: cowboys and Indians, lawmen and gunslingers, trappers, miners, railroaders, homesteaders. This course explores the history behind the myths. Sweeping from the Civil War era to the resorts and suburb of today's West, we follow such themes as the history of western land and resource use; the migration of peoples and the communities they created; the story of racial, religious, cultural, and political conflict; and the significance of those famous western myths to the nation as a whole.

**HIST 2555 United States Since 1945 (4 Credits)**

This course examines the social, cultural, economic and political developments that have shaped life in the United States since the 1940s. Special attention is given to the Cold War, suburban America, the civil rights movement, social conflict in the 1960s, and the rise of postwar conservatism.

**HIST 2565 The Church in American History: Challenges and Changes in the Protestant Tradition (4 Credits)**

For most of its history, a Protestant majority dominated religion in America. At times, Protestants seized new opportunities to shape and reshape the course of the nation. At other times, influence waned and tensions mounted. This course surveys the history of religion in the U.S. with a primary focus on the challenges and changes within the Protestant church as it has navigated a shifting and increasingly pluralistic culture. We explore how the faithful—from John Winthrop to the modern day evangelicals—have attempted to create a "city upon a hill" through their beliefs, practices, movements, and institutions. Special attention is given to Puritanism, disestablishment, revivalism, Mormonism, the Civil War, the Social Gospel, fundamentalism, civil rights, modern evangelicalism, and pluralism. Cross listed with RLGS 2565.

**HIST 2570 Civil War & Reconstruction (4 Credits)**

This course covers the causes and consequences of the most important conflict in American history. We will investigate the problem of slavery, the question of states' rights, the sectional crisis, the experience of war, the role of Lincoln, the struggle over reconstruction, and the meaning and memory of the war in American life.

**HIST 2575 Disease in Early America (4 Credits)**

Scholars have recently focused their attention on the way that diseases - Yellow Fever, Smallpox, Measles, Malaria - shaped the social and political landscapes of early America. In this course, we take up this investigation by examining both the diversity and pervasiveness of disease and the ways that non-human agents such as pathogens and insects had a destructive impact on African, European, and Indian peoples and influenced the course of events in early America. Our study therefore ranges from the virgin soil epidemics that decimated indigenous peoples to how smallpox outbreaks affected the Revolutionary conflict. In addition to examining the medical discourse of causes, symptoms, and treatments, we consider how disease influenced perceptions of personal and familial interactions, race and class relations, community and public health, and national culture and literature. For our investigation, we pay particular attention to the 1793 Yellow Fever outbreak in Philadelphia.

**HIST 2630 American Women's History (4 Credits)**

This course is a survey of U.S. women's history from the colonial period to the present. It examines the social, cultural, economic, and political developments shaping American women's public and private roles over several centuries, in addition to the ways in which women gave meaning to their everyday lives. Particular attention is paid to the variety of women's experiences, with an emphasis on the interplay of race, class, ethnicity, and sexuality. Cross listed with GWST 2630.

**HIST 2640 Race and Ethnicity in Twentieth Century America (4 Credits)**

This course will examine America through its cultural and racial diversity, comparing and contrasting the historical experiences of African Americans, Latina/os, European Americans, and Asian Americans over the "long" twentieth century. Together we will investigate the ways in which major events and episodes in the century affected a variety of racialized populations, and how these groups responded to their social and political environment. Attention will also be paid to changes in "American" national identity and citizenship over time, helping students think about such questions as: who is an "American"? And how did that definition change over time? How did debates over citizenship reflect Americans' ideas of race, class, ethnicity, and gender? How were racial and ethnic minorities, women, and immigrants defined at various times in opposition to Americanness?

**HIST 2645 Immigration in Twentieth Century America (4 Credits)**

Immigration holds a peculiar place in our national narrative. At the same time that the United States celebrates its identity as a self-proclaimed "nation of immigrants," immigration policy and the presence of diverse peoples from around the world have historically generated intense battles over identity, national security, and civic belonging. This service-learning history course examines major topics in 20th century U.S. immigration history. Utilizing a thematic and comparative approach, we will explore how immigration and immigrants have shaped the social, political, and economic contours of American life, and how discourses of race, gender, sex and class have determined how Americans conceive of immigrants and of the nation. As part of their service-learning curriculum, students will examine salient issues in political discourse today—including xenophobia, detention and deportation policy, border policing, and the human side of the immigration debate—by volunteering with Casa de Paz, an Aurora, Colorado non-profit organization that offers support to migrants recently released from detention.

**HIST 2680 Historical Memory (4 Credits)**

Why do successive generations rewrite the stories that teach Americans their history? Why do various social groups endorse alternate versions of past occurrences? This course explores the idea of historical memory by examining the narratives (stories) that have been composed about our country's past and how these stories have been revised over the years. We will focus on several major symbols of the American past and the narratives that have developed surrounding them. Our goals are to understand how and why these sites of memory have been interpreted and reinterpreted over the years.

**HIST 2701 Topics in History (2-4 Credits)****HIST 2702 Topics in History (2-4 Credits)****HIST 2703 Topics in History (2-4 Credits)****HIST 2710 From Sea to Shining Sea: Nature in American History to 1900 (4 Credits)**

In ways often hidden or ill understood, natural and environmental factors powerfully shaped the history of America from colonial times to the nineteenth century. In this course, we consider how natural resources like fish and forests became the basis for European empire-building; how colonists, Indians, slaves, settlers, and industrialists all acted to transform the landscapes and ecosystems of North America; and how ideas about nature helped mold the market economy and an emerging sense of American national identity. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2720 Paved Paradise? Nature and History in Modern America (4 Credits)**

Oil drilling and outdoor recreation, "medical miracles" and natural disasters, the making of national parks and suburban landscapes, and political battles over pollution, property rights, energy, wilderness, endangered species, and toxic waste all belong to the environmental history of the recent U.S. In this class we explore that history, weighing how Americans from the late nineteenth century to the present day have thought about nature, modified and made use of it, and competed for control of resources and land.

**HIST 2850 Imperial China (4 Credits)**

In this class, students learn about change and continuity in imperial China, from the third century BC to 1911 AD. Over the course of this more than two thousand years, what we refer to as "China" changed a great deal politically, economically, and socially. We will explore many of these changes, while at the same time keeping an eye on the continuities that continued to characterize the place and its people over the long term.

**HIST 2870 Modern China (4 Credits)**

In this class we focus on China from the nineteenth century to the present. We examine historical change and continuity, including the revolutions that created the Republic of China and the People's Republic of China, the transformation of traditional values, economic liberalization in the post-Mao Zedong era, and the challenges that China has faced in recent years.

**HIST 2885 Migration, Mobility, and Movement in Africa (4 Credits)**

This course will span the precolonial, colonial, and postcolonial eras of African history to consider narratives of historical migration within and beyond the continent. Central to these narratives are ideas of indigeneity and foreignness, firstcomer and newcomer status, articulated in the colonial and postcolonial period as differences of race and ethnicity. Through this course, students will be introduced to the historiography of migration in Africa, as well as theories and methodologies based on linguistics, oral traditions, and archaeology. We will begin with the Bantu expansion patterns of second millennium BCE up to 1500 CE, considering the linguistic trajectory that this migration took in considering the origins of modern language groups on the continent. We will then move on to Indian and Atlantic Oceanic networks of trade and migration, including the slave trades that led to the dispersion of peoples both within and outside of the continent, and the creation and recreation of kinship groups and polities. We will consider the history of the mfecane in southern Africa, or the period of dispersal and warfare that led to wide-scale migration throughout the region in the nineteenth century. We will also explore the histories of migration to the continent by European colonizers as well as the settlement of communities from the Middle East and South Asia as part of systems of indentured labor as well as free migration. Finally, this course will take a look at contemporary issues of citizenship and xenophobia in postcolonial nations. All required readings for the course will be posted online.

**HIST 2910 Colonial Latin America (4 Credits)**

This course explores the encounters, struggles and realignments of Europeans and Native Americans in the process of conquest and colonization, the development of political, economic, and religious institutions, the racial and gender hierarchies that emerged in colonial society, the strategies of resistance and accommodation to Spanish and Portuguese colonial rule, and the origins, process and outcomes of the wars of independence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2920 The Making of Modern Latin America (4 Credits)**

This is a general and introductory course of the history of Latin America that pays special attention to the modern period (19th and 20th centuries). The course is structured around themes dealing with the region's colonial legacy, economy, social life, politics, processes of modernization, urbanization, revolution, the quest for democracy and national development, and contemporary achievements and challenges. While much of Latin America's history has been a tale of violence and suffering, it has also been a story of great perseverance and self-affirmation. Using a historical perspective, the course seeks to understand how and why the struggle for independence, nation-building, economic growth, and social justice in the region has raged on for so long, and where it stands today. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2930 From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico (4 Credits)**

This course is an intensive examination of the past and present of one of the most fascinating cities in the world, Mexico City. Paying particular attention to space and place, we will examine the historical processes (political, intellectual, ecological, social, and cultural) that are manifest in the urban development of the megacity. By taking this class in Mexico City, students will be able to visit each of these locations, as well as several other significant museums and archaeological sites. Similarly, by engaging in an in-depth reflection structured along textual, visual, and in-sight materials and experiences, students will be invited to reflect about matters of change and continuity as well as how national socio-political trends are reflected in local contexts, thus also learning to reflect about the interpretive relationship between the micro-macro levels of analysis.



**HIST 2940 Sports and Empire (4 Credits)**

This course will look at the history of sports and colonialism over the past two centuries, considering the ways in which imperialism led to the dissemination of Western sporting traditions and culture to the global south, focusing in particular on British and French colonies in Africa and Asia (although we also take a few trips to the Caribbean, too). Each week, we will look at the history of a different sport, including cricket, tennis, soccer, golf, rugby, and hockey, and explore the intersection of race, class, and gender in how these sports were played and transformed in the imperial world. We will consider the ways in which sport was used not only as an element of the racialized “civilizing” mission of imperial ventures, but also how sport was coopted by indigenous populations to resist colonial structures of segregation and oppression. This class will ask us to reconsider the intersections and divergences in the way sports are both played and viewed by national sporting teams, local leagues and schools, and transmitted to audiences through live viewing, television, radio, and other forms of media. We will also look at the representations of sports and colonialism through films, fiction, and television shows. Finally, we will analyze the postcolonial legacies of colonial sporting cultures after decolonization, looking at the ways in which countries in the global south have taken over transnational leagues and institutions to make what were once colonial and European-dominated sporting cultures their own.

**HIST 2945 Slavery and Samba: Race and Ethnicity in the Making of Modern Brazil (4 Credits)**

This is a survey history course focused on how race and ethnic relations helped shape the historical formation of the Brazilian society. The course offers students an opportunity to study the historical evolution of Brazil, from the colonial period to the present day, as a way to understand how the historical exclusionary economic, political, and social structures of the country were shaped by racial elements, as well as how traditionally excluded groups have historically coped with and reacted to this reality.

**HIST 2950 U.S. and Latin American Relations: The Historical Struggle for Autonomy (4 Credits)**

This course examines how Latin American nations have tried to maneuver in the world sphere under the dominant role played by the United States in the hemisphere. Latin American countries and the United States have had a complex and, at times, difficult relationship that dates back to the early nineteenth century. In response to the challenges of this complicated relationship, Latin American nations have adopted a range of strategies to deal with the United States, most of which are examined in this course.

**HIST 2955 Latin America at the Movies (4 Credits)**

This is an introduction to the experiences of Latin America primarily aimed at reflecting about the process of formation of present-day Latin American societies, and secondly at motivating students to reflect about the historical evolution of multi-racial, multicultural societies in general. The activities for the course are structured around themes dealing with the region’s historical evolution and the present-day challenges of building a modern, developed and egalitarian society. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**HIST 2988 Study Abroad Resident Credit (0-18 Credits)****HIST 2990 What is History? (4 Credits)**

Introduction to historical concepts, methodologies and historiography. Intended for history majors who will take Senior Seminar the following fall.

**HIST 2998 Issues in Comparative History (4 Credits)**

This is a team-taught course in comparative (either geographical or temporal) history. Each time it is taught, it addresses a particular theme or topic from a comparative approach. Students are exposed to different approaches to the study of history, as embodied in the work of the individual faculty members.

**HIST 3100 Cities and Society in Latin America (4 Credits)**

This course approaches the history of Latin America through the prism of its cities, paying particular attention to the ways in which the urban environment defined and was affected by the regional path of socio-economic and cultural development. In addition to examining how cities evolved, and how people have therein lived (worked, engaged in political activities, etc.), we seek to understand how cities were historically conceived as a primary focus of public policies and projects to the goal of modernization in the region.

**HIST 3275 The Past and Afterlives of Apartheid (4 Credits)**

In 1948, after a close election, a government founded on the platform of apartheid, or a radical form of racial segregation, came into power in South Africa. Apartheid as a system remained in place until 1994. This seminar delves into the roots and trajectory of apartheid, and considers its effects on the lives of South Africans. As a 3000-level topics course, the readings for this course will be interdisciplinary, but will be founded in historical methodology and process, while also considering representations of apartheid and the history of South Africa through mediums such as literature, film, music, and sports. While the origins and institutions of apartheid will be studied, as well as the history of South African nationalist and resistance movements, one of the goals of this course will be to look at the lives of ordinary South Africans, and how they resisted the apartheid state in more quotidian ways. This course will also focus on the moment of 1994 and the legacy of apartheid in South Africa’s postcolonial future, one in which the ideal of a rainbow nation was disrupted by the persistence of structural inequality and the memories of violence brought up by the Truth and Reconciliation Commission. We will also explore the comparative literature between apartheid South Africa and Jim Crow in the United States, considering the transnational implications of institutions of white supremacy and the legacy of British colonialism and white nationalism across the globe, as well as the fight against apartheid led by the independent nations of the global south in the United Nations.

**HIST 3335 The Viking World (4 Credits)**

In the late eighth century Europe was rocked by the first of the Viking attacks. Over the next two centuries they left a legacy that has been immortalized in books, TV shows, and movies. But what drove these renowned seafarers to set sail from Scandinavia to shores as far as North America and the Black Sea? In this course we will examine the world of the Vikings, looking at the social, cultural, and political changes that the Viking Age ushered in not just in Scandinavia but across Europe. We will discuss how raiding and trade went hand in hand, how new ideas of kingship and worship crossed cultural boundaries, and the ways in which history and legend overlap, coloring our ideas of the medieval past.



**HIST 3340 Popular Culture in Early Modern Europe (4 Credits)**

Early modern European popular culture including witch-craft, magic, fertility cults, popular religion, gender roles, carnivals and festivals, riots, and folktales.

**HIST 3345 Women and Gender in Early Modern Europe, 1500-1800 (4 Credits)**

It is easy to assume that today's ideas about gender roles have always existed, but beliefs about women's and men's "natural" behavior have changed dramatically over time. In 1500, for instance, it was a well-known fact that women are sexually voracious creatures who needed strict control to keep their appetites in check; by 1800, it was an equally well-known fact that women are inherently chaste and modest. The ideal male in 1500 was someone who used violence to maintain his authority; in 1800, masculinity was about self-discipline and politeness. In this course, we explore changing ideas about femininity and masculinity in the early modern period and consider how those changes related to broader shifts in culture and society.

**HIST 3350 Social History-Modern Britain (4 Credits)**

This course investigates the intersections of class, gender, and race in nineteenth-century British society. During this period, Britain became the preeminent world power thanks to its spectacular industrialization and its even more impressive empire. Such success often fostered smugness and complacency, yet British society was also riddled with dissension as people struggled to cope with the enormous changes they were witnessing. Discussions focus on the ways in which Victorian people themselves understood their society and its problems, and how they attempted to construct solutions to those problems. Who was implicitly or explicitly excluded from British society? As we consider these topics, we use a variety of secondary and primary sources, including fiction; one goal of the course is for us to think about how to integrate different kinds of sources as we analyze historical problems and create our own interpretations. Cross listed with MUAC 3350.

**HIST 3355 Latin America's Cold War (4 Credits)**

The Cold War is usually thought of as a conflict between superpowers in a bipolar world. Often, this interpretation omits the important histories of non-industrial or developing countries. This course will explore the experiences of Latin America during on the most important and impacting socio-political, economic, ideological, cultural, and diplomatic contests ever faced by human societies. The course will explore the motives and consequences of the US government's actions to counter the perceived Communist threat, as successive administrations expanded intelligence gathering, increased military and economic aid, backed anti-communist government in Latin America, and used US troops in direct military interventions. Students will engage with materials and learn about the interaction between historical experiences taking place in a global, regional, national, and local realities. In so doing, the history of the Cold War will be examined as a complex web or interrelated conflicts, projects and events. Students will get an overview of the events and major interpretations of the Cold War in Latin America. By engaging with class materials and assignments, students will refine their analytical skills, research abilities, historiographical knowledge and narrative expressions.

**HIST 3370 Comparative Fascism in Europe (4 Credits)**

A comparative survey of fascist Italy and Nazi Germany, from the origins of fascist movements in the 19th century to the establishment of political regimes, World War II and the Holocaust.

**HIST 3372 Nations and Nationalism (4 Credits)**

This seminar will focus on the twin processes of nation- building and nationalism in Europe. We will look at how the idea of an organized nation-state took root and how people came to think of themselves as belonging to a particular nation. We will examine these processes by using different national examples and by taking a variety of approaches—cultural, social, political—to understanding what a nation is.

**HIST 3375 Empire: Revolt and Repression (4 Credits)**

This seminar examines imperialism through case studies of European powers' repression of anti-colonial revolts. We study, for example, the case of Algeria, which gained independence from France in 1962 after a brutal war of independence. We discuss the establishment and nature of the empire in the mid-nineteenth century, the moderate decolonization movement beginning in the early twentieth century, and the radical revolt of the 1950s that prompted the French to use torture in counter-terrorism operations. This case study also is relevant to post-9/11 U.S. foreign policy, when the George W. Bush administration was widely condemned for its use of "enhanced interrogation techniques" at Guantanamo Bay and other detention sites. Facing criticism from around the world, Secretary of Defense Donald Rumsfeld studied the history of French operations in Algeria and the French response to allegations of human rights abuses. In light of this recent history, we examine the lessons that the history of French Algeria teaches us about war, terrorism and counter-terrorism in our own times.

**HIST 3380 WWII History and Memory in France (4 Credits)**

This seminar examines the history and memory of World War II in France. We discuss French collaboration with the Nazis and resistance, investigating myths and reality, as documented in historical research. Students analyze a variety of sources, such as diaries, memoirs, poetry, monuments, films, and media broadcasts.

**HIST 3455 Living Dangerously: Hazards and Disasters in American History (4 Credits)**

Monster storms, deadly pandemics, climatic doomsday scenarios, tragic accidents like the Titanic: our news, popular culture, and national nightmares are filled with imagery of disasters. They make for upsetting and almost irresistibly gripping stories, but the stories too often fall into cheap sensationalism, simplistic morality tales, and other clichés. In this seminar, sweeping from pre-Columbian calamities to Hurricane Katrina, covid, and the climate disasters of our own time, we'll move past the clichés to consider the historical significance of disasters in America: how they've disrupted people's lives, but also reshaped ideas of what's "natural" or "normal." We'll ask: what roles have humans played in "natural" disasters like floods, droughts, wildfires, and earthquakes? How have Americans tried to guard against environmental hazards, and what unintended consequences—including new kinds of disasters—have resulted from these efforts? We'll also study why some people are more vulnerable than others, and how environmental hazards and disasters have helped shape social inequality. Disaster history not only sheds new light on America's past, but also intertwines it with environmental questions that are literally matters of life and death—so the class welcomes students of history, environmental studies, sustainability, politics and public policy, geography, and other fields too.

**HIST 3510 American Revolution and Its Background (4 Credits)**

Causes, progress, consequences and significance of movement for independence in light of American colonial experience and problems of imperial authority.

**HIST 3570 American Thought and Culture (4 Credits)**

This course exposes students to writers, artists, philosophers, and reformers who have addressed some of the major intellectual and cultural transformations related to modernity: the problems of knowledge and communication, the struggle to achieve a democratic and equal community, and the endeavor to build a national culture.

**HIST 3620 United States Involvement in the Persian Gulf, 1933-Present (4 Credits)**

This course looks at U.S. involvement in the Persian Gulf from the initial search for oil in Saudi Arabia up until the so-called "Arab Spring". The main focus of the course is on U.S. relations with Saudi Arabia, Iran, and Iraq although Kuwait and other Gulf States, as well as broader regional developments, will also be discussed. Emphasis is placed on developments related to the free flow of oil during the Cold War and increasing U.S. involvement in the region following the first Gulf War of 1991.

**HIST 3650 Native Crude: Indigenous Oil Politics and Activism (4 Credits)**

The extraction and development of oil resources is one of the central issues driving U.S. geopolitical policy in the late 20th and early 21st centuries. As the U.S. government engages in covert and overt overseas incursions in order to secure oil supply, we have also reevaluated our domestic supply priorities. Both these dynamics— as well as the work by multinational oil companies to continually explore and develop/exploit new oil resources— have led to fraught negotiations between states, multinational corporations, and indigenous populations across the globe. This course explores the history of such past and present negotiations using books, articles, and documentary films.

**HIST 3670 The U.S. Home Front in World War II (4 Credits)**

This course examines the social changes taking place on the U.S. home front between the late 1930s and 1940s, including an investigation of the effects of war on American government, society, culture, and economy. Particular attention is paid to the war's impact on gender, ethnicity, race, and everyday people's lives.

**HIST 3680 The Strange History of American Suburbia (4 Credits)**

Everyone knows the emblems of American suburbia: single-family houses with attached garages, grassy lawns, curving streets and cul-de-sacs, office parks and shopping malls. But there's a history behind these settings that's poorly understood - that that is key to understanding much about the U.S. Suburbia sheds light on American popular attitudes toward nature, technology, health, politics, and patriotism, and on the complicated dynamics of race, gender, family, class, and religion in American society. In this course, we explore how the U.S. became a "suburban nation," from the Romantic retreats of the nineteenth century, through suburbia's triumphant yet troubled "golden age" in the 1950s, to the stereotype-shattering suburbs of our own time. We consider the surprisingly powerful ways suburbia history has shaped U.S. history more broadly.

**HIST 3703 Topics in History (4 Credits)****HIST 3704 Topics in History (4 Credits)****HIST 3705 Topics in History (1-4 Credits)****HIST 3875 Chinese Science and Global History (4 Credits)**

This class introduces students to the ideas and contexts of pre-modern Chinese science and critically examines ways in which modern historians have incorporated science and technology into their global narratives about China and the West. Intended for students familiar with the methods of historical inquiry. No prior knowledge of Chinese history is expected.

**HIST 3980 Internship (0-8 Credits)****HIST 3988 Study Abroad Resident Credit (0-18 Credits)****HIST 3989 Senior Seminar I (4 Credits)**

Development of research skills and historiographical understanding; preparation for senior research seminar.

**HIST 3990 Senior Seminar II (4 Credits)**

Completion of a substantial research project, based on original sources. Students should consult their departmental mentor no later than beginning of spring quarter of their junior year to begin the formulation of the research project.

**HIST 3991 Independent Study (1-10 Credits)****HIST 3993 History Honors Thesis (4 Credits)**

Independent study specifically for graduating seniors wishing honors. Prerequisites: HIST 3989 and HIST 3990.

**HIST 3995 Independent Research (1-10 Credits)**

## Honors (HNRS)

**HNRS 1000 Honors Summit (0 Credits)**

Welcome to DU Honors! This is the first course of the core Honors sequence. It provides space for you to reflect on your values and what brought you here and to set goals for your college journey and your participation in the Honors community. We also want to be sure you have all the resources that you need to succeed in the University Honors Program, and to introduce you to the staff, faculty, and other students in the program. We will focus on advising and graduation planning that will help you to maximize your college experience. Additionally, we will highlight the resources at DU that are particularly important for Honors students, including opportunities for undergraduate research and other signature work, competitive external fellowships, and distinction resources. This is a zero-credit course. Students must attend one in-person four-hour session.

**HNRS 2000 Extreme Academics (1 Credit)**

How do you make the most of your experience at DU? How do you set yourself up for success after graduation? This course will provide resources and strategies for students to cultivate their passions and purpose through signature work and distinction, develop their networks, design a meaningful DU experience, identify and prepare for impactful opportunities like fellowships and graduate school programs, and tell their story. In doing so, it will advance students' 4D Experience, enabling reflection, connection, and discovery. The culminating project for the course will be a personal statement, designed to help students reflect on and articulate how their experiences and values have shaped their academic and professional identity and make them a fit for opportunities of interest. Prerequisite: HNRS 1000.

**HNRS 2400 Honors Seminar (2 Credits)**

A number of these seminars are offered every year on a rotating basis. Topics vary every quarter. Honors Seminars are taught in a faculty member's area of expertise – often on niche subjects that bring students directly into dialogue with faculty research, scholarship, or creative work. They are an opportunity for students to get to know faculty and engage with advanced content in small discussion-oriented seminars that are open to students from all majors.

**HNRS 2401 HSEM Adventures in Fellowships (2 Credits)**

This course is designed to empower students to develop their personal narratives and to pursue "good-fit" fellowship competitions that create pathways to impact. Students will explore external fellowships, parse funding organizations' criteria and priorities, and work through applications to tell a coherent narrative with attention to common application components such as personal statements; letters of recommendation; and reflections on leadership, service, and impact. Class sessions and assignments will guide students through reflection about interests and goals, telling the story of their experiences, and identifying and preparing for competitive fellowships that will help them drive change on the issues that matter to them. Students will gain a foundation for expanded knowledge and growth in line with the 4D Experience as well as practical tools and strategies for crafting competitive applications for external opportunities. This course counts as an Honors Seminar (HNRS 2400) for the University Honors Program.

**HNRS 2701 Wildlife Conservation & Cultur (4 Credits)**

The focus of the course is the intersection of conservation and culture. The goal is to generate new and creative ways to think about conservation. Students will be exposed to different examples of conservation governance, ranging from state-controlled access commonly found in national parks to indigenous communities that are assisting conservation efforts. They will inquire as to what impacts different projects are having in not only helping stem the loss of habitat and wildlife, but also the informal governance institutions managing their unique ecosystems in sustainable ways. Importantly, we will consider our main questions through a very broad and informal cost/benefit analysis that encompasses more than the limiting economic factors normally used. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**HNRS 3000 Into the Unknown (1 Credit)**

For many high-achieving students, college is a given. It is the clear next step in life after high school. As you consider your post-baccalaureate plans, the future may feel less certain. This course is designed to give you space to reflect on your college experiences and to articulate their meaning – both to yourself and to potential future employers or collaborators. It also provides opportunities for you to consider goals and strategies for the future, including questions like: How do you define success and design the life you want? How do you decide whether an opportunity is a good fit? How do you assess and redirect when you experience failure, ambiguity, or change? The course provides repeated opportunities to engage in structured self-reflection, both individually and in community with peers who are also preparing to go into the unknown. This course is intended for Honors students in their final year at DU.

**HNRS 3991 Independent Study (1-5 Credits)**

By arrangement.

## Hospitality Management (HOSP)

**HOSP 1100 Exploring Hospitality Mgmt (2 Credits)**

This is an introductory course designed to provide students with a broad overview of the hospitality industry and the various segments that comprise the industry. The course focuses particularly on the industry areas captured by the concentrations available to Knoebel students, the elements that make hotels and resorts what they are—food and beverage/restaurants; strategic lodging management, lodging real estate, and event sales and management—and other facets of hospitality.

**HOSP 1101 Hip Hotels: Delivering Amazing Guest Experiences (2 Credits)**

Through an immersive, behind-the-scenes experience in Denver's hotels, students learn about: The challenges hotel executives face; the interplay between hotel design and service delivery; how to positively influence the guest experience, and the career paths available in the industry.

**HOSP 1200 Industry Work Experience (0 Credits)**

Faculty supervised work experience. Prerequisites: HOSP 1100 and completion of 500 hours of approved work experience. Advisor will register students for course as needed.

**HOSP 2201 International Experience (0 Credits)**

Students spend one quarter in an international setting taking courses while touring and observing overseas hospitality operations. Advisor will register students for course as needed.

**HOSP 2202 Management Intern Program (0 Credits)**

Preferably, this internship is full-time, continuous employment for ten-weeks with a minimum of 400 hours and is designed to allow students to increase their exposure to the hospitality industry and continue to reconcile their classroom learning with industry practice. Advisor will register students for course as needed. Prerequisites: HOSP 1200.

**HOSP 2360 Managing a Restaurant Business (4 Credits)**

In HOSP 1100, Exploring Hospitality Management, students are introduced to various aspects of restaurant/food and beverage management and basics about them. From here, we advance to a more thorough overview of the management of various food and beverage operations, specifically focusing on restaurants. Topics include safe food and beverage service, product specification and procurement, labor scheduling, revenue control and collection, and other management functions required for success in food and beverage operations. Prerequisite: HOSP 1100.

**HOSP 2361 Contemporary Cuisine (4 Credits)**

Judging by their high failure rate, restaurants can be one of the most difficult and complex businesses to manage. This course builds on previous food and beverage courses by providing hands-on experience running and managing a restaurant environment. Through the opening and running of two live restaurant operations for a night each, the course enables students to put into practice the managerial aspects of full-service restaurant operation, from menu planning and implementation to financial analysis, including systems, tools and reporting. Prerequisites: HOSP 2360 and HOSP 2401.

**HOSP 2401 Hotel and Resort Management (4 Credits)**

This course presents an overview of the management of a various lodging properties, specifically focusing on rooms division operations. The perspective taken is strategic, identifying and considering issues of concern to general managers of all types of lodging properties, with a particular focus on profit maximization (yield/revenue management) and distribution channel management. The broader political, economic, social, and technological environments and trends and their impact on lodging operations are considered. The perspective is global and includes considering how lodging operations differ in various parts of the world. Prerequisite: HOSP 1100.

**HOSP 2402 Revenue Management (4 Credits)**

This course provides an introduction to the basic principles and practices of revenue management in the hotel and restaurant industry. Students acquire the fundamental analytical skills needed to apply revenue management concepts and methods in demand forecasting, pricing, and revenue optimization techniques in hotels and restaurants. The course includes certification in STR tools. Prerequisites: HOSP 2360, HOSP 2401 and ACTG 2200.

**HOSP 2501 Managing Human Capital in Hospitality (4 Credits)**

People are the heart of any organization and can be a source of competitive advantage, particularly in a hospitality environment. This course prepares students to develop and manage successfully the processes and systems that help hospitality firms develop a competitive advantage through people and build a service culture, including recruiting, selecting, onboarding, and developing employees in order to retain them in both union and non-union environments. Prerequisites: HOSP 2360 and HOSP 2401.

**HOSP 2502 Hospitality Cost Management (4 Credits)**

The use of industry statistics and a uniform system of accounts for hotels and restaurants to determine an operation's position in the marketplace. Prerequisites: HOSP 2360, HOSP 2401 and ACTG 2300.

**HOSP 2504 Hospitality Technology and Analytics (4 Credits)**

Hospitality Technology and Analytics serve as an introduction to hospitality technologies and technology-enabled data analytics. This course surveys diverse aspects of consumer-facing hospitality technologies (social media, mobile, distribution channel, sharing economy, etc.) and in-house systems of hospitality operation (event-planning system, property management system, and point-of-sale system, etc.) In addition, this course provides an introduction to the field of business intelligence and data analytics, which has been defined as the extensive use of data, statistical and quantitative analysis, and fact-based management to drive decisions and actions in the hospitality industry. Specifically, the course looks at the managerial aspects associated with the application of hospitality technologies and technology-enabled data analytics to achieve strategic business goals. Prerequisites: HOSP 2360, HOSP 2401.

**HOSP 2506 Hospitality Sales & Marketing (4 Credits)**

This course addresses all that is involved in hotel and resort sales, including lodging/room group sales and catering sales. Also addressed are negotiation, the production of catered events, trade shows, and meetings, from the perspective of planners, venue salespeople, and event managers. Students learn how to market and sell a venue; produce and respond to requests for proposals; work directly with clients during the booking process and event execution; address risk management and contractual issues; and perform other sales and planning functions. Prerequisites: HOSP 2360, HOSP 2401 and MKTG 2800.

**HOSP 2601 Environmental Sustainability in Hospitality (2 Credits)**

This course aims to provide students with knowledge of environmental challenges facing the hospitality industry. In addition, students learn best practices in hospitality and the emergence of new environmentally friendly technologies available for hospitality businesses. This course includes hotel operations with reference to energy efficiency, waste management, water conservation, and eco-design and architecture of current hotels or future hotel developments. Another objective of this course is to provide students with an understanding of sustainable food and beverage operations and certification in relation to sustainability in hospitality. The course discusses issues surrounding ethical, organic, local, seasonal, and another type of food often associated with sustainability. Prerequisite: HOSP 2360 and HOSP 2401.

**HOSP 2602 Hospitality Social Sustainability (2 Credits)**

In addition to environmental sustainability, hotels need to manage their social impact on their internal stakeholders (employees), an issue of increasing importance to their external stakeholders (customers and the community). Issues regarding a living wage, stressors of the working poor in low skill hospitality jobs, the impact of outsourcing hotel functions on the sustainability of employees' lives, and efforts of unions to organize hotels to fight for better working conditions, wages, and benefits will all be addressed in this course. The focus is on examining how the characteristics of, compensation associated with, and recruitment and retention practices for, low skill, low wage hospitality jobs impact the sustainability of employees' lives as well as the short-term and long-term profitability of the hotels. Prerequisite: HOSP 2360 and HOSP 2401.

**HOSP 3000 Wines of the World (4 Credits)**

A survey course of the wines of the world, including old and new world wines; still, sparkling, dessert and fortified wines; viticulture and viniculture. Prerequisite: must be at least 21 years of age. Non-HPM majors only.

**HOSP 3120 Distinguished Lecture Series (1 Credit)**

This course is the springboard for seniors to transition from a student mindset to that of a professional. It enables personal exploration, values clarification, and the narrowing in on an initial career focus. Hearing from and networking with senior executives from various segments of the hospitality industry who provide students with their insights about competition and challenges within the industry motivate the introspection described above.

**HOSP 3301 Beverage Management (4 Credits)**

Organization and management of the beverage operation of resorts, restaurants, hotels, clubs and other licensed premises. Emphasis on product knowledge, responsible beverage service, facility design and operational practices. Prerequisites: senior standing in the HPM major.

**HOSP 3302 Advanced Beverage Management I: Wine, Spirits & Beer (4 Credits)**

This course provides a deep dive into the production of wine, spirits and beer. Students enrolled in this course will sit for the Wine and Spirit Education Trust (WSET) Level 2 Spirit Certification, WSET Level 2 Wine Certification and Cicerone Certification exams. Enrollment is by invitation of the instructor(s).

**HOSP 3303 Advanced Beverage Management II: Wine (2 Credits)**

The final course in the beverage management sequence, this course is designed to enable you to refine your palate, significantly expand the portfolio of wines you have tasted and take a deep dive into grape varietals, growing regions, production styles, viticulture and viniculture. It rounds out and deepens your preparation to work directly in the beverage space or apply this knowledge in a broader food and beverage role.

**HOSP 3360 Rest/F&B Concept Devel (4 Credits)**

In previous food and beverage courses you obtained the knowledge and skills to perform the basic management functions required for a successful career in F&B operations, put these skills into practice and opened two "restaurants for a night." In this course you will acquire the skills required to develop and brand a new restaurant. Prerequisites: Senior standing in the HPM major, HOSP 2361 and HOSP 3301 and restricted to students pursuing the Restaurant/Food & Beverage Management Concentration.

**HOSP 3400 Advanced Revenue Management (4 Credits)**

This course provides students with the advanced knowledge, skills, and abilities to make sound business decisions and implement revenue management strategies and solutions to influence consumer behavior and maximize revenue and profits for hotels. Students will acquire the analytical skills to apply revenue management concepts and methods in demand forecasting, pricing, and revenue optimization techniques in hotels. Prerequisites: HOSP 2402, ACTG 2300.

**HOSP 3402 Hospitality Investments (4 Credits)**

This course exposes students in the lodging real estate concentration to hotel investing and the types of hotel ownership and hotel investment strategies that exist today. Students acquire knowledge in critical lodging investment topics including hotel investment metrics/returns, underwriting a hotel, capital markets (debt/equity), negotiating a hotel management agreement, hotel brands v independent hotels, franchise license agreements, construction and development challenges, asset management, hybrid lodging, and more.

**HOSP 3501 Advanced Hospitality Human Capital Analysis (2 Credits)**

With demographic and immigration changes, the pool of available workers to fill hospitality jobs is shrinking. Hospitality organizations are faced with critical decisions regarding how to create an experience for their guests, being the most efficient yet effective with their scarce supply of human capital. Hence, deciding to replace labor with technology to fulfill certain tasks has ramifications on the guest experience. This course will examine societal trends leading to an uncertain labor supply; criteria for making labor-replacement technology decisions; and impacts of the human-technology interface on the hospitality guest experience. Prerequisite: HOSP 2501.



**HOSP 3506 Special Event Management (4 Credits)**

This course addresses all that is involved in the sales and production of catered events, trade shows, and meetings, from the perspectives of planners, venue salespeople, and event managers. Students will learn how to market and sell a venue; produce and respond to requests for proposals; work directly with clients during the booking process and event execution; address risk management and contractual issues; and perform other event and meeting sales and planning functions. Prerequisite: HOSP 2506.

**HOSP 3600 Lodging Valuation Principles (4 Credits)**

This course introduces students to the basic fundamental analysis of methods and techniques of real estate investment, finance, and valuation as they apply to the lodging industry. The course covers time value of money, basic discounted cash flow techniques, financing instruments, appraisal methods, and valuation techniques for income producing lodging properties. Students utilize computer software and spreadsheets for solving real estate problems. Practical applications provide students with the analytical tools and techniques to make effective real estate investment and financing decisions. Prerequisites: HOSP 2502, HOSP 2504.

**HOSP 3601 Hotel Development & Feasibility (4 Credits)**

This advanced capstone experiential learning course integrates lodging real estate financial analysis and valuation techniques to emphasize the fundamental concepts and techniques involved in the hotel development process and the various steps involved in performing a market feasibility study of a proposed hotel. Students will propose, establish and refine a concept from inception to completion, perform a market and site analysis, plan the development and construction, estimate the cost, and determine the financial viability of a full-service or limited-service hotel. Additional discussion topics include the regulatory process, financing, and risk management. Guest speakers, site visits, cases, text, practical examples and extensive use of spreadsheet software will provide students with specialized real-world knowledge and enhance their understanding of the complexities and challenges faced in lodging real estate development projects. Prerequisite: HOSP 3600.

**HOSP 3602 Facility Layout and Design (4 Credits)**

The course is focused on students who are going to become hospitality managers and will inevitably be involved with the design and planning of facilities. They will develop confidence in understanding the design process, reading and understanding plans, how to effectively critique designers to obtain the best results, what it takes to create functional spaces, and the importance of economic balance in creating designs that promise the best potential for financial success. Students will emerge with a heightened vision that will allow them to assess every hospitality experience that they encounter. They will plan a restaurant and a hotel to develop planning skills and to demonstrate creativity.

**HOSP 3650 Leadership in Hospitality (3 Credits)**

This course provides students with the knowledge, skills, and attitudes necessary to undertake leadership responsibilities in complex organizations. This course applies concepts and methodologies from the social and behavioral sciences in the analysis of leadership behavior in diverse organizational and community settings. Must have senior standing in the HPM major.

**HOSP 3700 Topics in Hospitality Management (1-4 Credits)**

Exploration of various topics and issues related to the hospitality industry. Prerequisite: HOSP 1100.

**HOSP 3800 Hospitality Experience Management (4 Credits)**

The evaluation, design, and management of service delivery systems through operations management topics from a service perspective. Included are other related topics such as customer satisfaction and managing organizational change. Must have senior standing in the HPM major.

**HOSP 3991 Independent Study (0-10 Credits)**

Independent research/study; requires written report. Prerequisite: instructor's permission.

## Information and Communications Technology (ICT)

**ICT 3100 Systems Analysis and Design (4 Credits)**

This course examines the systems analysis and design process from understanding what a system should do through how a system should be implemented. Topics include the System Development Life Cycle (SDLC); the roles of the Systems Analyst and Designer; an introduction to requirements gathering, including identifying user stories, use cases, use of modeling tools; and system design, user interface design, and database design. The course encourages interpersonal skill development with clients, users, and personnel involved in development, operation, and maintenance of a system. Quality issues such as software testing, configuration management, quality management, and process improvement are addressed throughout the course.

**ICT 3200 Cybersecurity (4 Credits)**

Given the constant increase of global technology usage, coupled with an escalation of threats to those systems, cybersecurity is a crucial practice for every learner to understand. This course will provide students with a fundamental overview of cybersecurity, including a set of basic skills needed to evaluate, remediate, and defend against risks within a technological environment. Additionally, students will gain the knowledge required to develop security plans for technological frameworks that are used personally and in organizations. This course is designed for students with varying cybersecurity experience and will empower them to acquire and maintain a strong security posture in their personal and professional lives. From those tasked with building new IT infrastructures to those managing marketing teams, this class will teach students how to best leverage cybersecurity for a safer digital community.



**ICT 3300 Programming and Data Structures (4 Credits)**

This course provides a first exposure to algorithms and fundamental data structures. Working "hands-on" with an integrated development environment, students learn to write and modify code in a widely used contemporary programming language, and discover how their acquired programming skills contribute to the plans, designs, implementations, tests, and maintenance of software solutions. Emphasis is placed on language syntax and structure, data types, arrays, Boolean logic, and functions. The course progresses to topics such as indirection, list and tree structures, object-oriented programming, application programming interfaces, and simple user interfaces.

**ICT 3350 Software Development (4 Credits)**

This course is an introduction to the development of modern software systems. The course examines best practices for software. It covers security issues and best practices related to developing web and cloud applications. This course lays the groundwork for a common understanding of the software development cycle. Students will learn definitions, rules, laws, and required skills for the software development life cycle. Course content will be applied to real-world scenarios.

**ICT 3400 Database Fundamentals (4 Credits)**

This course introduces databases and database system concepts. The material covers information systems design and implementation within a database management system environment. Incorporating lecture content and lab exercises, this course gives students a solid comprehension of the benefits and limitations of databases, while allowing them to get hands-on experience building a user interface to an existing database. All application development will be done in a graphical environment, using a popular desktop database workbench. File processing issues will also be introduced. Prerequisites: ICT 3100, ICT 3300, or equivalent experience.

**ICT 3450 Emerging Professional Concepts (4 Credits)**

New ideas arise in the technology sector almost daily. This course is designed to focus on emerging professional concepts that are timely, relevant, and forward-thinking. The course topics will change as trends emerge. Students will research, write, and present about the special topic in context.

**ICT 3500 Web Fundamentals (4 Credits)**

This course explores the fundamental development techniques of web page design using Hypertext Markup Language (HTML). Students learn how to create fully functional web pages by utilizing web fundamentals and best practices, including: how to effectively create layouts, use graphics, create hyperlinks, and use text formatting features of HTML. In addition, students are introduced to the use of cascading style sheets (CSS) to enhance the look of web pages. To better prepare students for evolving web standards, the course introduces students to the new HTML5 specifications and CSS3 features.

**ICT 3800 Network and Internet Fundamentals (4 Credits)**

This course covers networking and Internet technologies, hardware, software, and network communications protocols. Students gain knowledge of networking and telecommunications fundamentals including Local and Wide Area Networks, wireless communications, and the Internet. The core of the TCP/IP protocol suite is explored. Voice and data communication concepts, models, standards, and protocols are studied. Students learn about the ramifications of network characteristics such as throughput, latency and jitter on applications and the user experience. Students are introduced to the process of evaluation, selection, and implementation of different communication options within an organization.

**ICT 3950 Field Experience in Information Technology (4 Credits)**

This course is an experiential learning collaboration between a student, a faculty advisor, and a professional supervisor, offering students an opportunity to apply their content knowledge to a professional setting. Students will integrate academic theory with practical experience in a professional field of interest. Additional site-specific learning outcomes are established in conjunction with the site supervisor.

**ICT 3980 Information Technology Internship (0-4 Credits)**

Students will use their internships to integrate knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent work products will be created.

## Information Technology and E-Commerce (ITEC)

**ITEC 3155 Business Data Skills and Concepts (4 Credits)**

This course is designed to give students an understanding of the technology underlying accounting information systems and help students develop more advanced data analysis skills. We will use the programming language Python to develop an understanding of the digital business logic that supports the operations of modern firms. We will learn to use Business Process Modeling Notation (BPMN) to graphically document operations and their underlying business logic. We will discuss and analyze a set of studies that use survey data from a global sample of executives and analysts to develop an understanding of the levels of technological sophistication in modern firms. We will also discuss and analyze distributed databases, information security, and eXtensible Business Reporting Language. Prerequisites: ACTG 3034, ACTG 3038 and ACTG 3037.

**ITEC 3325 Emerging Technologies (4 Credits)**

This course is for students who want a strategic edge: to understand how the advanced information technologies that are emerging today will impact business in the near to medium future. This course will equip students with an understanding of the key information technologies central to the knowledge economy, their current and prospective business uses, and lifelong skills in how to think about business uses of these technologies - to identify, critically analyze, and evaluate them. This course is for students who want to become key players in the coming economy by combining substantial understanding of the technology side with substantial understanding of the business side – applications and strategy. Prerequisites: INFO 2020.

**ITEC 3980 Internship (1-5 Credits)**

Practical experience (field study); requires written report. Instructor approval required.

**ITEC 3991 Independent Study (1-8 Credits)**

Independent research/study; requires written report. Instructor approval required.

## International LLC (ILLC)

**ILLC 2007 The International Experience (1,2 Credit)**

These 2-credit seminars are offered in the fall, winter and spring quarters. An interdisciplinary team of DU faculty select the courses annually. Two of the goals of these classes are to (1) Provide students with a fundamental set of critical knowledge skills that facilitate learning about diverse cultures, lifestyles and customs; (2) Strengthen student curiosities associated with intercultural issues through collaborative, experiential learning and collective inquiry. Course topics change each quarter and vary from year to year. ILLC seminar topics have included international film, intercultural communication, service learning, women of the world, human rights, and global social problems. Restricted to International LLC students.

**ILLC 2008 The International Experience (1,2 Credit)**

These 2-credit seminars are offered in the fall, winter and spring quarters. An interdisciplinary team of DU faculty select the courses annually. Two of the goals of these classes are to (1) Provide students with a fundamental set of critical knowledge skills that facilitate learning about diverse cultures, lifestyles and customs; (2) Strengthen student curiosities associated with intercultural issues through collaborative, experiential learning and collective inquiry. Course topics change each quarter and vary from year to year. ILLC seminar topics have included international film, intercultural communication, service learning, women of the world, human rights, and global social problems. Restricted to International LLC students.

**ILLC 2009 The International Experience (1,2 Credit)**

These 2-credit seminars are offered in the fall, winter and spring quarters. An interdisciplinary team of DU faculty select the courses annually. Two of the goals of these classes are to (1) Provide students with a fundamental set of critical knowledge skills that facilitate learning about diverse cultures, lifestyles and customs; (2) Strengthen student curiosities associated with intercultural issues through collaborative, experiential learning and collective inquiry. Course topics change each quarter and vary from year to year. ILLC seminar topics have included international film, intercultural communication, service learning, women of the world, human rights, and global social problems. Restricted to International LLC students.

**ILLC 2100 Globalization: A View from Costa Rica (4 Credits)**

"Globalization" is a widely used word these days; however, there is little agreement on what it means. The diverse use of "globalization" may range from utopian to dystopian, from a losing proposition for some to the winning streak for the others, from the "civilizing power of free markets" to the "barbarism of state-controlled markets," from clash of civilizations to cosmopolitan ethics, from universally accepted values to honoring unique beliefs cherished by individuals, from protecting the rights of smaller countries to embracing a global order of a world government, from euphoric optimism to debilitating pessimism, from a melting pot of cultures to a loss of cultural identity—the list goes on and on. For all practical purposes though, globalization can be defined as the intensification of economic, political, legal, social and cultural interconnectedness across international borders (Paul, Roy and Mukhopadhyay, *Journal of International Marketing*, 2006). In this course, we examine this definition of globalization firsthand, by visiting Costa Rica. Costa Rica provides a perfect opportunity for studying the phenomenon of globalization. It is a close, sage and friendly country, yet quite different from the U.S. We learn about the similarities and dissimilarities in cultural, political, legal, social public policy, and economic systems that exist between Costa Rica and the U.S. We investigate the impact of globalization in Costa Rica and compare that with our experience in the U.S. Course activities include visits to local businesses, service learning projects with local schools and environmental groups, and guest speeches by government officials.

## International Studies (INTS)

**INTS 1500 Contemporary Issues in the Global Economy (4 Credits)**

Introduction to a range of pressing problems and debates in today's global economy, such as global economy, global markets and the global commons. Students will have a good understanding of the policy challenges posed by global economic integration and theoretical frameworks for understanding the functioning of the global economy. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**INTS 1700 Introduction to International Politics (4 Credits)**

This course critically examines the nature of contemporary global society. It is designed to familiarize students with the broad parameters of international politics and takes into account numerous methodological and theoretical perspectives. The course explores both the historical development of international politics and how the business of international politics is "done." The course examines issues such as war and peace, human security, the politics of climate change, and international human rights. The overall goal of this course is to introduce students to the field of International Politics and to make them conversant about the major issues facing the global system in the 21st century. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**INTS 1988 Study Abroad Resident Credit (0-18 Credits)****INTS 2160 Labor in the Global Political Economy (4 Credits)**

This course explores and examines the role of labor in different parts of the global economy. According to world systems theory (Wallerstein et al.), there is a global division of labor into three zones: (1) core (essentially the wealthier, high-tech, highly industrialized economies), (2) periphery (generally, but not always those that provide basic food stuffs and unprocessed raw materials to the richer countries), and (3) what is referred to the 'semi-periphery' (countries that have elements of both the core and the periphery, which tend to be 'in the middle' economically, so to speak). In each of these three zones of the global economy, labor tends to function in quite different ways in terms of wages and working conditions, technical pre-conditions (education of the work force), etc. In a similar light, many manufactured products today are not made in one place, but are the products of this global division of labor. Often one part of the manufacturing process begins in one zone, but the refining and final manufacture takes place somewhere else - making the process truly global. The global division of labor is made possible by increasingly cheap transportation costs and cheap sources of energy. Consequently, the course examines the processes of the global division of labor, how it seems to influence global production and its fundamental dynamism (but also instability), as production moves from one part of the world to another.

**INTS 2180 Politics of Development (4 Credits)**

This course seeks to answer an overarching question that plagues development studies: why are some countries poor while other countries are rich? Furthermore, we ask why poverty is persistent around the world, and how the economic, political, and social structures of a society can improve conditions of poverty within a country. We begin answering these questions by reviewing the history of development, especially development conceived since the 1950s, when the post-war world saw a need to rebuild societies in Europe, up to the present time, when human development became the focus in the decade following the end of the Cold War. The course covers the major documents promoting theories of development, as well as looks at the historical record of the implementation of development policies (noting the divergence between theory and practice). We consider specific case studies in the process of asking why some countries are poor and others are rich. Furthermore, we are concerned with the role of country policies and implementation practices, with the impact of international organizations (multilateral development organizations), and the influence of bilateral foreign aid, on development progress or decline within countries.

**INTS 2181 Culture and Identity in World Politics (4 Credits)**

How can a cartoon represent both humor and disdain? How can it become a symbol for freedom of speech and a trigger for violence? As events in recent years in Paris, Ukraine, Guinea and the US show, the symbolic importance attached to actions and artifacts vary and trigger different responses. This course will examine how culture and identity influence the perception of world issues and reactions to them. We will look at the construction of meaning and its impact on priorities and political action. We will also explore power dynamics and political voice.

**INTS 2218 Intelligence Analysis and the U.S. Policymaking Process (4 Credits)**

This course will provide an overview of the intelligence collection and analysis cycles, as well as the national security policymaking process. It will examine case studies in which both the perceptions and biases of analysts or policymakers resulted in intelligence failures, and discuss ways to avoid those misperceptions and counter biases. The course will conclude with a short simulation in which students will each play a member of the National Security Council, debating over the pros and cons of an important foreign policy decision.

**INTS 2235 Gender and International Relations (4 Credits)**

How does gender shape international relations (IR)? How do ideas about masculinity and femininity affect war and peace? The global economy? Migration? Foreign policy? What do feminist perspectives contribute to the study of IR? These questions have relevance for the academic study of IR as well as the lived experiences of people around the world. Answering them requires attending to the ways in which gender and aspects of sexuality are constructed through social and political relations, and the hierarchies of power they reflect and maintain. Overall, this course encourages students to grapple with the issue of if and how gender matters in international relations. We will begin by introducing the concepts and theories necessary to investigate, research, analyze, and understand the gendered nature of international relations. Next, we will use this knowledge to compare gendered and feminist perspectives on IR to mainstream IR and explore why they have not been fully integrated. Then we will engage in gendered analyses of a variety of topics in IR, focusing especially on security and the economy. We will finish by carrying out research on a topic of our choosing, using the lenses and tools we have developed. In the end, students should consider whether this sort of perspective provides a more nuanced and holistic way of understanding IR.

**INTS 2275 Climate Breakdown (4 Credits)**

We live in a time when the planet is undergoing great stress and strain. Multiple global environmental problems are pushing us to the precipice, but few people address the scope and scale of the problem. Clearly, the planet is undergoing powerful changes, much of it due to human activity. Indeed, this is exactly what we mean when we say we are now living in the Anthropocene epoch, where human activity has significantly altered the Earth. However, as complex the problems facing humanity are, a very simple question arises: Will humanity have enough time to turn away from going over the cliff and become sustainable? Although it is impossible to answer that question with any certainty, we have a much better chance of discovering an answer by realizing two basic components of the problem: 1) planetary stability, and 2) the planet as a system. This class distills the complex relationship between human activities and planet stability by understanding what planetary boundaries are and what it means when we push past them.

**INTS 2293 Democracy and Militarism in Latin America (4 Credits)**

Many note that even as democratization has taken place throughout Latin America, there has been a persistent and evolving role for the military, police, and private security forces in many cases. The purpose of the class is to explore this apparent contradiction by examining the various internal and external pressures that have come to bear on these societies. Through approaches derived from comparative politics and international political economy we study domestic factors such as interest groups, political parties, social movements, and governing institutions on one hand, and the role of international relations and organizations on the other.

**INTS 2370 Globalization and the Knowledge Economy (4 Credits)**

Much has been made of a new “knowledge economy” in which human capital has ascended to prominence over the traditional components of capital and labor. Further, the concept of “economic globalization” captures the realities of increasing interactions but exaggerates the notion of a single world economy connecting all producers, distributors, and consumers. In this class we examine the meaningful yet variable processes of increased knowledge diffusion and economic interaction to identify clusters of innovation, indicative of the knowledge economy. We then assess the applicability of globalization on a sector/ industry basis to identify ongoing transformations and future implications for knowledge development.

**INTS 2377 War in Ukraine (4 Credits)**

The war in Ukraine is a tragedy for all who are impacted. It is also a critical political/strategic event of the early 21st century and an insight into how political violence and the reactions/responses it provokes play out in a globalized world. Given we, sadly, cannot wish away war however defined, it is important to understand how/why this war started (the past), how/why it is playing out the way it is (the present), and what might happen going forward both specifically in the case of the Ukraine-Russia War/conflict and in other potential cases of future state level political violence (the future). As we are all citizens of states/societies confronting how to respond to threats to peace, our states/societies, and the world we live in, the war in Ukraine is a critical case study we can learn from and test our knowledge and preferences against in real time. Only in this way can we think seriously about the realities of political violence, international/global politics and strategic practice, and the humanitarian, social, economic, political, and physical costs that stem from war in a global age.

**INTS 2380 Comparative Development Strategies (4 Credits)**

Why do people in some countries have so much, while people in other countries lack basic necessities? This course explores the field of development economics, exploring the challenges improving quality of life in poor countries. We look at national-level indicators and explore theories of aggregate economic growth. But we also zoom in on particularly pernicious challenges, including health, education, the environment, agricultural transitions, demographic shifts, and human mobility. Students are invited to act as development practitioners themselves, developing skills in data analysis as well as grant writing.

**INTS 2430 History of the Middle East (4 Credits)**

This course treats the emergence of the modern Middle East in the modern period, roughly from the late 18th century to the present and examines the following topics: reformist attempts to meet the European challenge; the age of colonialism; the rise of nationalism; development strategies of socialism and capitalism; the impact of Israeli and Palestinian nationalism; the petroleum factor; the Islamic revolution in Iran; Saddam Hussein's Iraq; the Gulf War and the war on terror.

**INTS 2440 Women, War, and Peace (4 Credits)**

Conflict is gendered: it both shapes and is shaped by the gendered roles people play in society. Traditionally, men fight while women play supportive roles, men are perpetrators of violence while women are victims of this violence. However, this simple story is not only inaccurate, it limits our capacity to identify and analyze the full range of activities that men and women pursue during conflict. This story encourages us to valorize the warrior man and condemn men as cowards who will not take up arms. This story encourages us to expect women to be the victim and to ignore or treat as aberrant women who are perpetrators of violence themselves. This story also ignores the reality that the male/female dichotomy does not represent the full continuum of gender expression. The processes of peace-building are similarly gendered as it is elites who sit down to discuss the cessation of violence and design peace agreements and these are nearly always men who fight. Post-conflict environments are structured by peace agreements. When agreements are written by particular men, institutions and social structures tend to maintain the same kinds of gender bias that existed during conflict. This class will explore a range of issues guided by the question: how are conflict and post-conflict processes gendered?.

**INTS 2468 Resolving Conflict by Negotiation (4 Credits)**

Social conflict is a national and global issue often expressed in violent ways culminating in shootings, civil war, and international terrorism. It is easier to escalate conflict than diffuse it, and easier to fight rather than negotiate, situations that often lead to frustration and insecurity for disputants. This course examines approaches and mechanisms of conflict resolution within the context of personal, cultural, and political barriers to understand why parties continue to fight or manage to solve their differences through settlement and reconciliation, and teaches techniques of conflict resolution, essential skills for progress and prosperity in the modern world.

**INTS 2470 Crime & International Politics (4 Credits)**

What constitutes a crime in one location may constitute a personal right, a survival strategy or legitimate business opportunity in another. So how then does one address criminality in a global society? This course explores the roots of transnational crime and both domestic and international response to criminal networks. Topics include corruption, the drug trade, and human trafficking.

**INTS 2490 Introduction to Global Health (4 Credits)**

This class is an introduction to the field of global health and explores relationships between social, political, cultural, and economic conditions of mostly low and middle-income countries and their impact on health and health services. We will spend some time covering health issues in high-income countries as well. A major focus of the course is the evolution of primary health care and alternative strategies in global health. Topics addressed include: maternal and child health, nutrition, the rise of non-communicable diseases, water and sanitation, community engagement, global health agencies, and funding sources. The course presents an overview of the multiple factors that influence global health and emphasizes the importance of a multidisciplinary approach to global health challenges.

**INTS 2565 Debates On Democracy (4 Credits)**

This course will cover a range of questions and issues related to the contemporary practice of democracy around the world. We will begin the course by briefly addressing questions about how to study democracy, including definitions and measurement. We will then turn to the question of why some countries adopt and practice democracy, while many others remain under authoritarian systems of rule, paying special attention to why and how democracy is apparently under increasing threat in some parts of the world. The second part of the course will assess issues of governance – why and how democracies do (or do not) effectively address the security, economic, environmental, and social needs of their populations. The third part of the course will address emerging challenges for democratic systems of government such as changes in information technology, migration and the management of diversity, and globalized capitalism.

**INTS 2590 U.S.-Russia Relations (4 Credits)**

This course combines study of Russia's history, political geography, and ethno-national composition, and political institutions to examine U.S.-Russia relations, with an emphasis on the period from the end of the Cold War to the present. We will focus on the issues around Russia's societal collapse at the end of communism in East and Central Europe, its post-Communist transition, U.S.-Russian cooperation, American and European democracy promotion efforts, Russia's response to EU and NATO expansion, Russia's determination of its foreign-policy interests, its interference in the domestic affairs of former Soviet Republics (its so-called "near abroad"), and other sovereign nations.

**INTS 2595 Political Risk and International Politics (4 Credits)**

Political risk has risen in both scale and relevance since the start of the 21st Century to become a vital tool for policymakers, military planners, and global business leaders to chart a course forward. This course will provide you with an introduction to this exciting and growing discipline, introducing concepts like scenario analysis, field reporting skills, forecasting, and other tools of the risk consulting industry to familiarize you with this evolving practice area. We will explore how modern governments, NGOs, and multinational businesses factor risk into the decision-making process. We live at a time of great geopolitical transition and risk lurks around every corner. From the War in Ukraine to the debate over climate change to gyrating interest rates and energy prices, there has never been a more important moment to understand how to integrate risk into your thinking.

**INTS 2605 Nuclear Weapons in International Security (4 Credits)**

What role do nuclear weapons play in international politics? Why do states develop nuclear weapons? How are these weapons used in different crises? This course is an introduction to different themes in nuclear politics. The course will introduce students to the history of nuclear weapons, theories of nuclear deterrence, crises, non-proliferation, and disarmament. We will examine the nuclear weapons choices of different states, including those who have developed nuclear weapons, and those which have chosen to give them up. We will also assess if the international nuclear non-proliferation regime has been successful in attempting to spread nuclear weapons. The course will train students to pay attention to theoretical debates on nuclear weapons and how they speak to policy considerations and assess these arguments using historical empirical evidence. The course will also use these tools to assess current nuclear challenges with regard to U.S.-China competition, and the different crises involving North Korea, Iran, Russia, India, and Pakistan.

**INTS 2667 Illicit Markets (4 Credits)**

This course explores the relation between illicit networks, security, and the state in the global economy. We study the links between what is considered formal and informal, and legal and illegal, to examine what official views obscure in the everyday relations of transnational activities. The material largely examines illegal practices from the ground-up from the perspectives of everyday people, communities, and those involved in extra-legal activities. We begin with a critical examination of the categories of "illegal," "illicit," "the state," and "corruption." We reveal these categories as socio-cultural and political constructs rather than as pre-existent neutral categories of analysis. Who applies these definitions? How have they changed and what interests do they serve? Are distinctions between "illegal" and "illicit" useful or do they obscure the power of the state to determine legitimacy? Are some activities inherently illegal? Moreover, we explore the impacts of state security and militarization efforts on extra-legal networks and experiences of insecurity.

**INTS 2700 Topics in Intn'l Studies (4 Credits)****INTS 2701 Topics in Int'l Studies (4 Credits)****INTS 2702 Topics in Int'l Studies (4 Credits)****INTS 2703 Topics in Int'l Studies (4 Credits)****INTS 2704 Topics in Int'l Studies (4 Credits)****INTS 2708 Contemporary US Foreign Policy (4 Credits)**

When the United States first won its independence, its leaders sought to avoid at all costs the countless problems awaiting any country engaging in foreign affairs. Indeed, John Quincy Adams, in 1821, warned the United States of the dangers of "going abroad in search of monsters to destroy." In September of 2002, however, as American forces occupied one country and prepared to invade another, the Bush Administration released its National Security Strategy of the United States, which states: "To contend with uncertainty and to meet the many challenges we face, the United States will require bases and stations within and beyond Western Europe and Northeast Asia, as well as temporary access arrangements for long-distance deployment of U.S. forces." How did we go from isolation to empire? In this course, we will attempt to answer this question by exploring the progression of American foreign policy from its emergence out of isolation to its current stage of interventionist superpower. We will also identify and discuss key issues that are driving America's conduct abroad as well as evaluate the strengths and weaknesses of the given policies addressing these important issues. By the end of the class, students should have a solid knowledge of the major themes and developments in the history of American foreign policy as well as the ability to reflect critically upon on-going foreign policy debates.



**INTS 2715 Introduction to Comparative Politics (4 Credits)**

This course offers an introduction to the comparative study of political systems throughout the world. In the years following World War II, social scientists traveled extensively to newly decolonized regions of the world to examine societies there. Many found conditions so distinct from those of the western world that they warranted new models of political development. The distinguishing of development patterns in remote regions from those of western nations became the origin of modern comparative politics. The course considers both the impact of internal and external variables on political development. Internal or "domestic" variables include ideology, geography, economics and culture, while external variables include "globalization" and international conflict. Class includes understanding and critique of models of political development including classical liberal, authoritarian, communist, post-communist, "late" development, and social democratic models. It also includes discussion of possible new models in light of globalization and other factors.

**INTS 2725 Comparative Politics of the Middle East (4 Credits)**

In this course we will study the political systems of the contemporary Middle East, with particular attention to dynamics of stability and change. The course introduces students to contemporary Middle Eastern politics. The goal is to provide students with historical background and theoretical tools to answer the following core questions: (i) Why there are no Arab Democracies? (ii) What accounts for the rise and fall of popular uprisings in the Arab world since 2010? (iii) What accounts for the region's current economic hardships? and (vi) Would the adoption of Western-style political institutions improve governance and stability in the region? We will evaluate possible answers to these questions by scrutinizing the logic of theories, identifying their implications, and assessing them with available data. All of these questions will be examined in the context of the ongoing Arab uprisings. Throughout the course, we will study three different topics; first, we will study the making of the Middle East; second, we will study a variety of dynamics shaping the current politics of the region; and finally we will tackle a number of case studies in the Middle East. Prerequisite: INTS 1500 and INTS 1700.

**INTS 2760 Epidemics, Pandemics, and Panic (4 Credits)**

Sickness has terrorized humankind for centuries. Be it the Black Death, HIV/AIDS, Ebola, or the flu, diseases sweep through society leaving death and destruction in their wake. At times, it is the the microbes that cause the greatest amount of suffering. Smallpox, for example, is believed to have killed 200-300 million people in the 20th century alone. But at other times, it is the people, who respond with ignorance and fear, that exacerbated the situation and inflict untold pain. Public policies which punished the poor for their poverty resulted in a million plus deaths during the Irish Potato Famine is one such example. Likewise, community responses couched in fear and victim blaming left tens of thousands to die from HIV/AIDS before serious public efforts to attack the disease began. Although illness brings out the worst in humanity, it also brings out its best. It was the pain and suffering from smallpox that led to the creation of the vaccine, a tool that saved millions of lives. It was belief in the benefits of a smallpox-free world that led mortal enemies to work together during the Cold War to eradicate this threat. This course will examine threats to the health of people around the world, it will look at the scientific tools available to protect our health, and will explore how both biological and social factors contribute to successes and failures of such efforts. This course is designed for those who do not have any background in public health, biology, or in public policy but are fascinated by how global society shapes and is shaped by the most humble or living things—microscopic organisms. Throughout the class, you will learn the basics about biological factors that influence the spread of disease, and learn about medical and social tools we have to control the same. We will examine public and policy response to ancient and modern plagues. Case studies include Black Death, Smallpox, influenza, HIV/AIDS, famine, and emerging biological threats.

**INTS 2780 Global Corporate Responsibility and Accountability (4 Credits)**

The course explores the role of corporate responsibility and accountability in a global context. Neoliberal globalization characterized by free trade has greatly expanded the role of global corporations in most countries. The practices and behavior of corporations are determining the quality of life for people throughout the globe. Yet there are few rules and laws that govern corporations on a global scale. While a corporation may exhibit social and environmental responsibility and respect human rights in one country, it may be a different matter altogether in the Global South where there are fewer restrictions on corporate behavior. Transnational corporations increasingly recognize that engaging in good practices to improve lives and communities extends beyond ethical and moral considerations. In many cases, corporations have been forced to change practices due to actions by civil society and governments. These actions have meant that corporations must consider monetary and reputational risks when considering the effects of their operations. These risks are increasingly built into business models to reduce expected and unexpected costs of community resistance and civil unrest. This has resulted in the "business case for global corporate responsibility." Against this backdrop are charges by NGOs and labor unions of corporations engaging in "greenwashing" and "blue-washing." The course seeks to expose students to various forms of corporate responsibility and accountability together with several global governance systems. The course will be useful to those students who are concerned about the ethics of global corporate investment and may want to work inside a transnational company. The course will also appeal to those who want to affect change through government or civil society organizations. It will also be advantageous to those interested in pursuing further study in this area. Finally, third party social auditing of transnational corporations is expanding, and the course provides some insights on work in this area.

**INTS 2790 Ethics and International Affairs (4 Credits)**

This course examines the following: social science and ethics, power-rivalry and capitalism versus human rights and democracy, the dimensions of poverty, what role the World Bank plays, the laws of the people, the two classes of human rights, national interest, and tolerance. At the end of this course, 1) students will have listened to the voices of indigenous, Black, and Latin women describing the oppression their communities have faced, 2) thought deeply about the "solidarity-dividend" (Heather McGhee) available to all including white folks in college education, health care, and every aspect of economic and social wellbeing, 3) have an understanding the role of settler colonialism and colonialism in the initial emergence and reemergence of fascism, and 4) understood the characteristic features, from Nazism to Putin to today in America, of the anti-democratic and inhuman Right.



**INTS 2810 Racism and Resistance: Denver and Beyond (4 Credits)**

Our country and our University have achieved some great things. But our history is also one of genocidal racist misogynies, starting at DU and in Denver with the Sand Creek Massacre and the later rule of the KKK and "eugenics." Listening to the voices and responding to the actions of those whose humanity has long been denied is a first step to creating a genuine democracy which upholds the equal basic rights of each person (what is foreshadowed - though only for some - in the First Amendment). Growing out of discoveries about this history in the University Report on John Evans and the Sand Creek Massacre as well as a new manuscript, "Murderous Bigotries," which relies on extensive research in the DU and Denver Public Library Archives, this course will honor first and foremost the voices of those long denied or forgotten who worked, mainly from below, to challenge these oppressions. It will also identify the destructive consequences for all of us of "white' supremacist" misogyny.

**INTS 2930 Contemporary Latin American Politics (4 Credits)**

This course provides an introduction to the study of Latin American politics. It is designed to provide students the opportunity to better understand how Latin American societies and political systems are organized and the major issues facing these governments and their citizens. Although a wave of democratic transitions in the 1980s and 1990s transformed most Latin American countries into electoral democracies, the extent to which countries can be said to have fully democratic regimes varies widely today.

**INTS 2975 Global Issues Research Practicum (4 Credits)**

This is the third and final required course for all international studies majors. In the first two introductory classes, you acquired knowledge about international politics and the global economy. In this class, we investigate where that knowledge came from. How do researchers learn things about the political world? And how can you do this kind of research yourself? Students will learn about different types of international studies research, and will practice collecting and evaluating evidence from interviews, surveys, the written record, and quantitative sources. You will learn to ask a compelling research question, critically evaluate existing research on your subject, and find evidence that will help you answer your question. Your final project will be to design a research project that you could feasibly conduct in a future quarter. Prerequisites: INTS 1500 and INTS 1700.

**INTS 2988 Study Abroad Resident Credit (0-18 Credits)****INTS 3000 Research Methods & Design (4 Credits)**

This course is designed for advanced International Studies majors, including Department Distinction, that intend to write a thesis in INTS. It introduces students to the fundamental elements of social science research and will serve as a workshop to complete a literature review and write a research proposal. The basis of any scientific investigation is the research proposal in which you formulate a question and design a process by which you will explore that question through a systematic collection and analysis of evidence. The design process is the same whether you are writing a short class research paper, or are conducting a major research project, such as a thesis. The manner in which evidence is gathered and analyzed, however, will vary based upon the research question, research goals, and resources. We will therefore go through the process of research design. Because international studies provides multiple methods of inquiry, we will also explore quantitative and qualitative methods that may be used to gather and analyze evidence. Prerequisites: INTS 1500 and INTS 1700. Must be an INTS major and receive departmental permission.

**INTS 3002 International Trade and Development (4 Credits)**

This course introduces students to the politics and economics of international trade. Special attention is paid to the relationship between international trade and economic development and to the experiences of developing countries in the international trading system. Alternative perspectives are introduced and applied, both historically and to a selection of contemporary issues that affect developing countries.

**INTS 3003 Politics of Germany (4 Credits)**

Through this course we begin to engage and understand Germany's past, present, and future developments in defining identity and how identity influences internal and external politics. We conduct the course in the politically-charged eastern German regions of Berlin and Saxony where both historic and current events carry additional relevance, including the rise and fall of fascism, post-Cold War divisions, the hope and realities of reunification, and ongoing debates concerning national identity.

**INTS 3009 Culture and Politics in Japan (4 Credits)**

The main aim of this course is to understand how the political culture of Japan has impacted both its domestic and foreign policy. The course analyses the Japanese political culture within its historical context, highlighting the question of how the culture of Japan interacted with other dynamics (such as history, economy, social and political forces) to shape modern Japanese politics both at home and abroad. Social and political actors such as conservative political parties, the bureaucracy, and the business community are closely analyzed. Special attention is given to study how Japan was caught between different geostrategic-cultural orientations such as "Westernism" and "Asianism" and the impact of these factors on Japan's postwar foreign relations. In this context, the course is looking to see how the defeat in WWII has impacted both the political culture and foreign policy in Japan. Through this summer visit to Japan (Tokyo and Hiroshima), students will meet scholars of Japanese political science and public administration, diplomats, members of political parties, NGOs, and the business community. Moreover, visits to historical sites, Hiroshima Peace Memorial Museum (Hiroshima), the Diet (the Japanese parliament), and both modern and historical cities in greater Tokyo area are also planned to get primary data for better understanding Japanese politics and culture.

**INTS 3013 Corruption – A Global Epidemic (4 Credits)**

Corruption is a ubiquitous phenomenon in all political systems, whether democratic or authoritarian - from illegal campaign contributions and lobbying tactics in America, to vote buying and hijacking elections in Africa, from rigging official government-issued macroeconomic reports in Europe, to securing safe havens for drug, arms, and human trafficking in Latin America and Asia. This class explores corruption from a comparative and international perspective and raises questions such as: What is corruption and how is it measured? What are its causes and effects? Do they vary across countries or regions in the world? When and how does it impede economic opportunity and can it actually lead to efficiency gains? Through what mechanisms does it erode political legitimacy and democratic institutions? What are the “human” costs of corruption? In asking these questions, the course features a number of documentaries and tries to evaluate how conditions for and outcomes of corrupt behavior are similar and different across Europe, North America, Africa, Asia, and Latin America. In addition to the issues related to corruption, the class will also offer a critical review of the contemporary recommendations for “fixing” the problem. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3016 Global Governance (4 Credits)**

The term “global governance” is often associated with the deepening of globalization. Many parts of what we see as global governance, though, from international law to international organizations to international regimes to international norms have longer histories. The architecture of global governance has often been assumed to be nation states organized into international organizations but in the last 30 years we have witnessed an increasing range of different actors and forms. In this course, we will examine these various actors and forms and how they interact in the governance of three issues areas: climate change, business/security/human rights, and cyber. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3017 The Revolutions of Black, Brown, and Indigenous Peoples: Violence and Nonviolence (4 Credits)**

This course focuses on revolutions of black, brown and indigenous people in the Americas, ones historically forgotten in academia, as well as the issue of violence and nonviolence in the Chinese, Indian, Tibetan and South African revolutionary movements. It will set this glaring omission and rich discussion in the context of the eugenics which marked the study of international relations and sociology, including of revolutions, in the United States in the 1920 and 1930s and whose influence continues until now. We will begin from Robert Vitalis’s surprising White World Order, Black Power which underlines the central role of W.E.B. Dubois in challenging these racist disciplines. We will also read Aldon Morris’s The Scholar Denied on Dubois’ founding of an anti-racist American sociology and how, for political reasons, this came to be denied by the famous, egregiously racist “Chicago” school of Robert Park. We will begin from the great struggles – black soldiers on both sides in the American Revolution and how black Patriots played the decisive role on the American side, benefiting all revolutionaries (Gilbert, Black Patriots and Loyalists), the great insurrection of people who were enslaved which made Haiti (CLR James, Black Jacobins and Elizabeth Fick, The Making of Haiti), and the role of pardos (blacks) and indigenous people in Venezuela (Robin Blackburn, The Overthrow of Colonial Slavery) – in the New World. We will trace the role of those who were enslaved in forging many great revolutions – each of which is vital to creating a free society for all - which have been hidden academically and historically, by a kind of amnesia. We will then explore the debates about violence and nonviolence central in mass uprisings against colonial racism and domination in China, Tibet, India, and South Africa. We will consider explanations of why such major revolutionary movements have been long “forgotten” in academic study and ask what new light these revolutions cast on the standard trajectory of European revolutions. At the end of the 19th century, W.E.B. Dubois, for example, refers to the “color line” in projecting twentieth century movements. In academia, the past is often interpreted in a “too European” and, unselfconsciously, “White” (often “forgetting” colonialist and racist crimes...; hostile to ordinary white folks) idiom. In addition, we will discuss the revolution from below in China - rarely considered with dispassion or even sympathetically, though Theda Skocpol and William Hinton do - as well as the oppression/ethnic cleansing of minorities in China, particularly in Tibet. We will thus contrast some strengths and weaknesses of regimes emerging from violent revolutions in the Americas, Haiti, and China, and look at attempts to forge mass nonviolent revolutions and learn from/modify Gandhi in India, Tibet and South Africa. We will also compare movements of indigenous people in the Americas, Palestinians, and Tibetans against settler colonialism. Finally, we will ask to what extent the nonviolent transition to a new regime actually limits future oppression and violence in India and South Africa. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3020 Introduction to Middle East and Islamic Politics (4 Credits)**

The contemporary politics of the Middle East cannot be understood without some debate of the West’s relationship with the region and the associated view of the Orient that grew out of this relationship. In light of this reality, the state system that has emerged in the region since the demise of colonialism forms a suitable framework in which to understand the major themes of this course. The first major theme to be discussed is the impact of colonialism on the region, particularly in the latter half of the nineteenth century and first half of the twentieth century. In this section of the course we explore the nature of political rule and government and the prevailing economic motive behind this imperial and colonial relationship. The second theme of this course explores political ideologies, both secular and religious. A historical overview of this development will be explored in the context of current theories of nationalism posited by authors such as Benedict Anderson, Eric Hobsbawm and Ernest Gellner. The final section of this course briefly explores the theme of democratization and its discontents in the Middle East. The focus is on recent debates about democratization that have been promoted from outside the region as a means of combating tyranny within the region, particularly the perceived anti-democratic nature of political Islam. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3021 Introduction to Islam and Politics (4 Credits)**

Since the eruption of the ‘Islamic Revolution’ in Iran in 1979, ‘political Islam’ has influenced both public and academic debates. Though often accused of being ‘anti-democratic’ forces, Islamic political actors have dominated electoral politics in the Middle East and have spread politically elsewhere in world politics. The Islamic Salvation Front “ISF” in Algeria, the Justice and Development Party “AKP” in Turkey, the Islamist Hamas in Palestine, Nahda in Tunisia, and Muslim Brothers in Egypt have all defeated their secular opponents in democratic elections in the last three decades and many of them were ousted by military interventions. What is political Islam about? Is it harmonious with democracy? What are its intellectual, social, and historical roots? How do Islamists behave when in power and opposition and why? These are some of the pivotal questions to be addressed in this course. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3025 Current Issues in Human Security (4 Credits)**

This course surveys the various debates, concepts, and issues clustered around human security. Human security is a relatively new concept that challenges the traditional, state-centric approach of "national" security. A more inclusive term, human security includes economic, environmental, and social concerns such as poverty, climate change, crime, and disease in addition to the traditional focus on conflict and political violence. This course will explore the development of human security as a term, focusing particularly on the emergence of human security as a category of global governance. It will also investigate a range of issues that challenge human security. Students will engage with these issues through assigned readings, class discussion, policy assessment, and in-depth case studies. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3030 Sports and International Politics (4 Credits)**

This advanced undergraduate course in international studies explores the complex connections between sports and international politics in the past and present and sport's relationships to international peace, both historically and in contemporary times. At the heart of this contribution is the need to examine sport as an international issue, to explore and its relationship to the protection and advancement of human rights (to include gender equality and the rights of those with disabilities), and to critically examine the role of sport in fostering community-level social cohesion and inclusive national unity. Participants in the course will gain a critical knowledge of the origins, background, and issues in global sport, especially the Olympic Games, and a critical awareness of the potential opportunities and obstacles for sport in social development. Learning outcomes are attained through faculty presentations, guided discussions, and student-led research. The course is designed as a research colloquium in which participants develop and share a research dossier on course topics with a capstone seminar to integrate learning and share findings on historical and contemporary issues at the intersection of sport, power, profit, and peace.

**INTS 3040 Technology and Development (4 Credits)**

From the classic works of Adam Smith and Karl Marx to contemporary analyses by noted development economists Jeffrey Sachs and William Easterly, the role of technology in fostering economic growth and wider well being is firmly established. As the application of embodied knowledge, technology enables increased productivity, as well as new capabilities, goods, and services. While the role of technology in promoting human advancement is well established, the specific processes required for the effective development and use of technologies is less understood. Further, technological development varies considerably between developed and developing contexts with persistent inequalities hindering basic needs for billions.

**INTS 3070 Political Economy of Latin America (4 Credits)**

The study of development in Latin America, exceptionally rich in natural resources, offers an opportunity to explore the interplay between the forces of economic development and efforts to achieve greater equity, representation, and ecological balance. We open with a consideration of different perspectives on development. Should the purpose be to increase wealth, reduce poverty, become more "modern"? How much attention should be given to protecting the environment? We follow with a discussion of the external influences in Latin American development including the role of the U.S., investors, banks, and other major powers. Along the way, we will give special attention to the increasing emphasis on the extractive industries and their impacts, including economic growth, urbanization, and the rise of some of the largest fortunes in the world, along with adverse effects on the environment, human health, and the prospects for the survival of many indigenous and rural communities. Finally, we will be looking at social movements and other strategies, which address these adverse conditions. In many cases, individual communities, specific sectors, and broad segments of civil society are resisting the harms of neoliberal policy and advancing alternatives that stress greater equality, democratic participation, and ecological balance. These struggles are some of the most exciting events in political economy.

**INTS 3085 Global Economic Challenges (4 Credits)**

This course deals with the major challenges facing policymakers in the global economy today. We discuss how policymakers balance competing objectives of pursuing economic progress, ensuring national and international security, and advancing global equity and sustainability. We focus on global institutions as well as informal mechanisms for cooperation between world leaders and key national decision-makers. Topics covered include globalization and economic interdependence, the provision of global public goods, achieving sustainable development, tackling inequality, responding to economic crises, pursuing productivity growth, dealing with international migration, and promoting democracy.

**INTS 3111 Migration and Development (4 Credits)**

This course will discuss the multifaceted relationships between human migration and development. We will explore both the ways that development influences migration and the ways that migration, in turn, shapes development. While the course will be global in scope, we will pay particular attention to the way that these global processes impact communities locally, applying our classroom learning to economic and social development challenges faced by immigrants and refugees in the Denver area. The course will focus on how human mobility (and immobility) affects prospects for economic and social development on three levels: the development of (a) the communities and countries people leave, (b) migrants themselves, and (c) the communities and countries that people enter. We will also consider modern barriers to mobility and the economic and ethical implications of modern migration management regimes. Students will be actively involved in their learning through group projects, debates, and reflective writing. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3112 Challenges in International Development (4 Credits)**

The position of developing countries in the international system puts them on the front lines of multiple crises, including climate catastrophe, poverty, inequality, war, state failure, and migration. Students who have taken INTS 2180 Politics of Development or an equivalent political economy class are invited to take this advanced course on international development challenges. Each week, we will tackle an issue area of concern to developing countries. Examples will include economic statecraft, urban development, digitalization and development, BRICS, China, war in Ukraine, the architecture of international aid, migration and development, de-growth and climate, gender and development, and neofascism and the crisis of international development.

**INTS 3127 The Rise and Fall of Great Powers (4 Credits)**

This course provides the student with a fundamental understanding of the great powers that have shaped our world. The course delves into historical events and personalities and serves as a basis for the student to recognize and analyze analogous factors and personalities in our modern world. Class time consists of a series of lectures and discussions about assigned books, articles and film, designed to help students understand events and figures that continue influenced our lives. It also will provide the student with valuable tools to more accurately assess prospects for the future of major global powers.

**INTS 3130 International Relations Theory (4 Credits)**

This course examines the important classical, behavioral, and post-behavioral theories of international relations, and the nature of theory in international relations. Topics include the role normative theory; levels of analysis, structure-agent relationships, and concepts of foreign policy behavior and decision making; utopian/neo-liberal and realist/neo-realist theory, and democratic peace theory; theories of power and its management; theories of integration, cooperation, conflict, war, and geopolitical and ecological/environmental relationships; constructivism; systems theory; regime analysis; the relationship between theory and the international system in the early 21st century; traditional and contemporary paradigms of the international system. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3205 Comparative Politics of the Middle East (4 Credits)**

In this course, we will study the political systems of the contemporary Middle East, with particular attention to dynamics of stability and change. The course introduces students to contemporary Middle Eastern politics. The goal is to provide students with historical background and theoretical tools to answer the following core questions: (i) why there are no Arab Democracies? (ii) What accounts for the rise and fall of popular uprisings in the Arab world since 2010? (iii) What accounts for the region's current economic hardships? (vi) Would the adoption of Western-style political institutions improve governance and stability in the region? We will evaluate possible answers to these questions by scrutinizing the logic of theories, identifying their implications, and assessing them with available data. All of these questions will be examined in the context of the ongoing Arab uprisings.

**INTS 3210 Political Violence and its End (4 Credits)**

This course centers on the nature, character, strategies and termination of the range of forms political violence – violence used to achieve political ends be it by states, the international community, or non-state actors – takes in the early 21st century. After a general discussion of the lexicon of security, force, war, and war termination, each of the five forms of political violence are explored beginning with a discussion of the fundamentals, an exploration of the current context and character of the form centering on a leading book on the subject, and then a discussion of counter-strategies and broader political/societal considerations. The course ends with a similar three part discussion of the political/military realities and necessities of violence termination. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3212 Civilian Protection in Armed Conflicts (4 Credits)**

There are many courses on security topics. Civil wars, terrorism, violence, genocide, peacekeeping and peacebuilding, humanitarian intervention, human security...the list goes on. This course is different. This course is about the protection of civilians in wartime. Civilian protection is one of the great challenges of our time. The means of violence have been distributed and small groups of people are able inflict harm as never before in human history. Yet there are also emerging and cutting-edge procedures and technologies available to the "protectors." Civilian protection is a new perspective on security that differs from existing treatments of this topic. We will begin the course with an overview of theories of violence and legal and ethical frameworks governing the use of force. We will consider issues such as what it means to be a civilian, and what normative and strategic considerations motivate decision-makers to take protective actions. The rest of the course is organized by the different actors that might provide protection. We will consider (theoretically and empirically) how various actors throughout society, from state actors, to international organizations, to illegal armed actors, to NGOs, to civilians and their communities—the would-be victims of violence—can either promote or restrain the use of violence. We will also consider the conditions under which the protection of civilians is most feasible as well as research methods for analyzing populations and their protection strategies. In their final projects, students will analyze the threats of violence faced by a particular population and design appropriate protection strategies and policies to deal with them. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3214 International Peace & Security (4 Credits)**

At a moment of deep domestic division over the nature of challenges to peace and security, either at home or abroad, crucial actors in defining and meeting those challenges will be ordinary citizens, whose personal views are reflected in forms including voting, political action, and—as we tragically saw on January 6, 2021—the use of force. In an increasingly autocratic world, citizens of the U.S. and other struggling democracies are now crucial actors on the world stage. While this course will include traditional "state centric" approaches to international peace and security, it seeks to enable students to reach personal conclusions regarding what is worth fighting for and against, informed by one's values and judgments over what is politically realistic to pursue, domestically and internationally. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3215 Major Issues in International Security (4 Credits)**

This course begins (in Part I) by considering the threat that created the field of "security studies" following the second World War: the origins and evolution of the nuclear danger. Part I ends with an assessment of the most dangerous manifestation of that threat in several decades: North Korea's acquisition of nuclear weapons and long-range missiles. We turn next to addressing (in Part II) a question that seemed answered since the dawn of the nuclear age, when the United States moved from its defeat of Fascism in World War II to the containment of communism in the Cold War, to expanding the zone of free market democracies during the post-Cold War era: What does the United States seek to secure? Even if all could agree on the nature of particular security threats and the fundamental goals of security policy (as occurred for the United States after the attack on Pearl Harbor), enormous challenges confront the formation and implementation of national security strategy and policy. Part III of the course will identify and evaluate those challenges, using the 2003 decision to invade Iraq as a case study of the enduring problems that confront national security policy-making. We finally turn (in Part IV) to analyzing a series of current issues, including the threat posed by violent Islamist organizations, the consequences of U.S. disengagement in the Middle East, the impact of changing technology on the international security environment, (drones, surveillance, cyberwar, hybrid warfare), and the risk of conflict between the United States and two other major powers: Russia, and China. Prerequisites: INTS 1500 and INTS 1700.



**INTS 3220 Trafficking in Persons/Smuggling of Migrants (4 Credits)**

Through the Education for Justice (E4J) initiative, the United Nations Office on Drugs and Crime (UNODC) has developed a series of university modules with a focus on the subject areas of crime prevention and criminal justice, anti-corruption, organized crime, trafficking in persons and smuggling of migrants, firearms, cybercrime, wildlife, forest and fisheries crime, counter-terrorism as well as integrity and ethics. In recent years there have been few topics garnering as much widespread interest as trafficking in persons (TIP) and smuggling of migrants (SOM). These issues have attracted the attention of Governments, NGOs, International Organizations, the media as well as academia. While this attention tends to provoke vivid discussions in political circles, social networks and other media platforms, there is little solid understanding of TIP and SOM, the difference between them and their implications. Last Spring, I joined 12 other academics with expertise in human trafficking and human smuggling from around the world for a week in Doha, Qatar to create a syllabus primarily for the teaching of TIP and SOM at universities and colleges. The 14 Modules on TIP and SOM will provide students with a practically oriented, though still theoretically grounded, tool to understand these issues. Thanks to the inputs received from an addition 100+ academics from all around the world, the Modules' contents are substantively robust. This strength is reinforced with a series of illustrative examples and exercises aimed at generating debates and consolidating knowledge among students. Given the considerable safety risks posed by TIP and SOM and the related need to ensure that perpetrators are made accountable, the course relies heavily on a legal approach, acknowledging the importance of clarifying concepts and employing rigorous terminology. This notwithstanding, the course is also grounded in a multidisciplinary methodology, recognizing that the complexity of the trafficking in persons and migrant smuggling phenomena extends beyond the legal realm. Consequently, a comprehensive understanding of TIP and SOM is not possible without the convergence of various disciplines, expertise and perspectives, including the historical, economic, social, political, and gender prisms, that are all considered in developing the course. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3222 International Law and Human Rights (4 Credits)**

An introductory course examining the concept of human rights, including political, economic, social, and cultural rights. International, regional and national institutions, norms and procedures to protect individual and group rights are discussed. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3225 Terrorism (4 Credits)**

Over the last century, the term terrorism has been applied most often to the illegal use of violence aimed at governments—directly or indirectly—in an attempt to influence policy or to topple an existing regime. Terrorist acts are designed to create widespread fear across an audience far beyond their immediate victims in order to weaken the general sense of security in society, and to mobilize publics and pressure leaders to change. Historically, terrorism has been practiced by political organizations on the right and on the left, used by nationalist and religious groups, by revolutionaries, and by state institutions including military forces and intelligence services. Numerous definitions of terrorism have been proposed. Many are confusing and controversial owing to the value-laden basis of the concept and its intense stigma. Who seeks to be called a 'terrorist'? This derogatory term is designated by its victims and ideological opponents. But it is not applied to all episodes of politically-based violence.

**INTS 3347 China in the Global Economy (4 Credits)**

It is impossible to discern the 21st century without having some level of understanding of China, which now possesses the largest army in the world, the biggest economy in terms of purchasing power parity, and the greatest number of people. Chinese firms provide foreign direct investment (FDI) worth \$3.8 trillion in stocks by 2018 and Chinese policy banks fund official financing totaling around \$648 billion between 2000 and 2018. Chinese technology firms have launched some of the most widely used applications such as TikTok and Zoom. The Ministry of Finance, the People's Bank of China, and the State-owned Assets Supervision and Administration Commission of the State Council have been able to rewrite some of the global development architecture, launching the Asian Infrastructure Investment Bank and the Belt and Road Initiative. Global trade passes through Chinese land or maritime economic zones, comprising 12.4% of global trade in 2019. In security issues, the Chinese Ministries and the People's Liberation Army have been at the forefront of redefining norms, such as the responsibility to protect, global intervention, and the universal declaration of human rights. In climate change, Chinese electric vehicle companies have been at the front and center of these new carbon-free technologies, and renewable energy firms have made strides at limiting carbon emissions within the Chinese borders. China often produces the newest billionaires in the world, comprising individuals who are responsible for investments in online gambling or wildlife hunting. Prerequisite: INTS 1500 and INTS 1700.

**INTS 3365 African Development: Patterns, Issues and Prospects for the SDGs (4 Credits)**

This is an undergraduate course on Development in sub-Saharan Africa (SSA). It introduces the student to the main issues and themes confronting contemporary African development. It draws on literature from development economics, history, comparative politics, sociology, anthropology, geography and international relations, as well as a broad range of country case studies. The course reviews patterns of development in the SSA region. It then engages with the main theories of economic growth and development and evaluates their application to Sub-Saharan Africa. The main issues include the impact of Africa's geography, natural resources endowments and climate; the legacy of slavery and colonialism; independence, state formation and failure; patrimonialism, clientelism and corruption; Africa's economic crisis and reform efforts; foreign aid and debt; democratization and; reflections on Africa and the sustainable development goals. The course will equip the student with knowledge and skills to be a positive and effective player in the area of African development. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3372 Comparative Genocide (4 Credits)**

Violence is, and will continue to be, a central feature of our social world. Despite repeated choruses of "never again," genocides and campaigns of widespread atrocities have occurred with alarming frequency since the Nazi Holocaust during World War II. This course introduces you to this depressing – but important – topic by examining the historical origins, patterns, and legacies of contemporary genocides around the world. We begin with the UN Convention on the Prevention and Punishment of the Crime of Genocide in 1948, which legally codified the definition of genocide and compelled ratifying parties to prevent its reoccurrence. We will discuss the definitional and analytical challenges facing this subject, as well as academic and policy debates regarding how to define and prevent genocide. We will also focus on how individuals and communities have resisted such atrocities through solidarity, art, non-violent action, and other creative strategies to reclaim their humanity together. We will also talk about how and when institutions, civil society, and a free press can serve as important bulwarks against such violence. And we will pay particular attention to how mass atrocities end and how they might be prevented. Prerequisite: INTS 1500 & INTS 1700.

**INTS 3385 Migrants and Refugees: Humanity on the Move (4 Credits)**

This course begins with the pre-history and history of human migrations and moves to cover the era of European colonization and forced dispersal (and in some cases aggregation) of peoples in the Americas, Southeast Asia, and Africa. The "contemporary" (i.e., post-WWII) era then covers not only the movements of peoples from Central Africa, Southeast Asia, the Balkans, and elsewhere, but will highlight the achievements of immigrants and refugees in such areas as technology, the arts, and the field of human rights. Issues of ethnicity, nationalism, and political diasporas will bring the contemporary era to a close. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3415 State Department Tradecraft (4 Credits)**

This is a foreign policy skills-based course designed to foster an ability to more effectively engage internal leadership, the press, and foreign audiences while working in a government context. Students will draft a range of communication products including policy memos, diplomatic cables, and talking points and practice essential oral communications skills ranging from negotiation, speaking to the media, and delivering briefings to officials. The State Department's communications model will be used as a template for engagement, but the skills will be broadly useful to any individual planning to formulate, implement, and educate on policy in executive and legislative settings. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3420 Climate Security (4 Credits)**

Since the dawn of agriculture (~7000 BCE), but rapidly accelerating in the industrial age (1750 CE to the present), humanity has conducted an uncontrolled experiment in bending the natural environment to fit human needs and desires. Despite the perceived distance that technology has placed between our physical environments and our daily lives, human interactions with our natural environment are still fundamental – and set to be disrupted by climate change, one of the most vexing issues of our time. It poses a wicked problem: a socio/cultural problem that is seemingly impossible to solve due to incomplete knowledge, the number of people and opinions involved, the large changes required, and the linked nature of the problem with other major social issues and problems. Since the end of the Cold War, much attention has been paid to the role of natural resources and environmental scarcity as a source of conflict, ranging from "water wars" between states sharing a common river basin to communal conflict between pastoralists and farmers in the Sahel and even the Syrian Civil War. This course will survey the impacts of climate change on livelihoods and human security, evaluate the expanding literature on environmental impacts on conflict, and address the emerging role of environmental stressors and climate change as US national security issues. Prerequisite: INTS 1500 and INTS 1700.

**INTS 3421 Environmental Justice Policy and Practice (4 Credits)**

Environmental justice (EJ) asks how we can ensure a fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the design, implementation, and enforcement of environmental laws, regulations, and policies. In short, how can we facilitate an environment where people live, work, and play exempt from unequitable allocations of environmental benefits (such as natural resource distributions) and harms (such as environmental health hazards). The course will present a historical overview of the EJ movement in the United States and its intersections with global EJ. It will cover the theoretical and practical methods used in environmental policy to assist government agencies, from the local to the global, in addressing immediate and long-term environmental justice challenges. Particular attention will be placed on the Colorado State legislature and how different environmental justice bills are designed and negotiated through the legislative session. Students will examine proposed bills and their relationships to social theories on EJ, diverse actors' interests and needs, and the appropriateness of the solutions presented to address specific environmental inequities. This will require group collaboration to examine specific EJ bills and produce in-class presentations and a policy brief that engages students critically with the course material and a real-world EJ issue. In short, with this course you will:

- Learn about the EJ movement history
- Create and share your own EJ story
- Explore issues in water access & air quality, food insecurity, access to nature and open spaces, and more
- Understand EJ policy in Colorado and beyond
- Analyze EJ policies in the Colorado State legislature

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3425 Political Psychology (4 Credits)**

Political psychology provides an important lens for studying and understanding political phenomena and global patterns. It maintains that the study of individuals and groups is essential for understanding political behavior, and such study must go beyond rational actor assumptions to an understanding of how individuals and groups behave in political contexts and what influences this behavior. Political decisions and actions are ultimately taken by individual actors, whether they be leaders, elites, or average citizens. This course will explore this important area of theory and research lying at the intersection of several fields – psychology and political science of course, but also sociology, anthropology, organizational studies, and even neuroscience. Why do we see a rise in populism across many countries? How do atrocities and genocides occur? Why is developing peaceful and multicultural societies so difficult? How is voter choice influenced? Why do leaders do what they do? What does security actually mean to people? How is reconciliation achieved? The course will use a combination of readings, case studies, and discussions to enhance class members' understanding and appreciation of the central concepts, theories, research methods, and applications of political psychology.

**INTS 3431 Forecasting with International Futures (4 Credits)**

Countries vary in relative levels of income, wellbeing, and stability for a variety of reasons, often involving complex interactions that limit our ability to divine a single, general explanation. That said, social science theory, data collection, and quantitative methods have improved significantly over the past several decades providing novel insights into complex, systemic, interactions. These relationships not only help to understand past outcomes but also indicate potential future trajectories under variable scenarios. Using the International Futures (IFs) system, we can begin to understand "where we've been", "where we're headed", and "where might we want to be". Prerequisites: INTS 1500, INTS 1700, and INTS 2975.



**INTS 3435 Political Economy of Globalization (4 Credits)**

This course aims to provide an in-depth understanding of globalization and its differential impact on advanced and developing countries, using a wide range of literature from political science and political economy. The term 'globalization' connotes many different developments and processes and has become a leitmotiv of contemporary debate. It is an 'essentially contested' concept, which means that there are multiple meanings attached to it and that it has been heavily invested with normative claims. It can be used to capture the increasing speed and volume of communications, the spread of mass media, the growth of the internet, and the expansion in cross-border and transnational flows of goods, services, jobs, and capital. All of these things are important. But precisely because of the range of phenomena it is used to refer to, and because of its frequent deployment for ideological ends, the notion of globalization must be handled with care. Though it conveys a reality that needs to be understood, it is often used lazily by the media, as a means of avoiding blame by politicians and for personal aggrandizement by certain public intellectuals. All play on the fear of what lies beyond our control. As employed in this course, 'globalization' lies primarily in the domain of economics—and in the social and political implications of economic change. Globalization in this sense can be reduced to: • trade (the movement of goods and services across national borders); • direct investment (the purchase of factories or equipment abroad); • and capital flows (the movement of money across national borders).

**INTS 3455 Modeling for Policy: Development, Sustainability, and Conflict (4 Credits)**

This course is intended to provide students with an introduction to the current state of affairs in macro-level human development across issue areas. It will provide them with tools to better understand how to think about these complicated and potentially intractable challenges. This course introduces students to analysis using one class of quantitative tools called integrated assessment models (IAMs), which quantitatively represent complex systems in interaction. IAMs are tools that formally model the interaction across key development systems, like demographics, economics, energy, and the environment. They can be used to 1) think critically about how key trends are unfolding, 2) identify leverage points; and 3) explore the impact of changing policies and environmental uncertainties on desired outcomes.

**INTS 3485 The Role of Religion in International Affairs (4 Credits)**

The role of religion in international affairs was largely unexplored by scholars prior to September 11, 2001 when religiously based acts of terrorism shook the world. Since that time there has been an increased interest in examining religion in terms of its' impact on the international system. Is religion a force for good or evil within the international system? How influential is religion in international politics? Does religion matter or is it merely background noise in our study of the international system? In short, this course examines the role of religion in international affairs with an eye toward understanding political violence, political economy and conflict resolution in terms of religion and religious actors. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3505 International Health and Development (4 Credits)**

Investment in health and investment in development work symbiotically in the production of economic and human well-being. However, what constitutes health and development varies across context, institutions, and geographies. This course will focus on the meaning, measurement, financing and delivery of inputs to human well-being and other aspects of development. This course will explore dominant models of health and development, what assumptions inform these models, and who is left unaccounted for within each. We will examine how macro-level decisions, decisions made by global or national institutions, impact both options and outcomes at the community and individual level. The exchange between development policies and health interventions will be explored. We will examine and critique the instruments and methods that are used to measure health and development and the assumptions that inform mainstream development and health paradigms.

**INTS 3530 Feeding the World: Global Food Security and Food System Sustainability (4 Credits)**

This course asks students to critically explore contemporary debates about the global food and farming system with an eye to understanding its structure, operation, ideological basis, and impacts on people around the world. Of special interest in the course is the manner in which the global food and farming system both creates and aggravates global inequalities. Students focus partly on theories of and ideas about the role of agriculture in the economy, society and the development process, the appropriate structure and orientation of agricultural production and distribution, the role of the state in directing food production and distribution, and the nature of justice for farmers and eaters. Students further engage a spectrum policy debates and case studies that particularly illustrate the workings of the global food and farming system and the harsh contradictions that underpin it. Among other topics, students are exposed to debates about food prices, hunger and famine, obesity, commercial production and agribusiness, the peasantry and subsistence farming, biotechnology, free agricultural trade, fair trade, agricultural pollution and agriculturally-induced climate change. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3560 Globalization and International Security (4 Credits)**

Globalization moved a long time ago from social science to omnipresent buzz word, but with increased usage has not always come increased understanding. Globalization is the increased participation, and consciousness of that participation, by individuals in global, that is to say trans-regional or transnational, networks. Today's globalization is made possible in large part by dramatic and continuing changes in technology, but its impacts are social, economic, political, and potentially military changes in perception, in scale, in magnitude, and in threat. This course specifically concentrates at the intersection of global networks, the technology that makes them possible today and tomorrow, and current political and military security challenges to include national and internal state security, global terrorism, global insurgency, and cyber warfare. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3562 Civilian Protection Practicum (4 Credits)**

The harm to civilians in contexts of armed conflicts presents an ongoing challenge for humanitarian and defense practitioners. These challenges are only expected to increase as the second- and third-order effects of the Coronavirus reverberate through the international system and spark new armed conflicts. While there are no prerequisites for this course, it is designed as a follow-on to the introductory course on "Civilian Protection in Armed Conflict." The course will enable students to put their insights on the protection of civilians into practice. Students will undertake collaborative research projects with a variety of U.S. and international humanitarian and defense organizations. Faculty and practitioner mentorship will help students learn how to advocate for ethical and evidenced-based protection policymaking. At the end of the course, students will brief their final research products to the practitioner clients. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3590 Politics in Africa: A Theoretical Approach with a Comparative Perspective (4 Credits)**

This course introduces students to basic concepts and arguments in the study of contemporary African politics. The focus is on the politics in Africa post-independence. The course emphasizes theory in a comparative perspective as a way to understand politics in Africa. The basic question is whether politics differ so much in Africa as to be in a category by itself or is it simply a variation on patterns, habits, and institutions found in other regions and countries in the world? The course goal is to provide students with important concepts so as to gain a better understanding of processes in Africa and the problems that in some fashion or other account for the continent's current marginality in the world and persistent underdevelopment. In addition, the course exposes students to the application and usefulness of general theories of development in comparative politics. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3591 Contemporary African Security (4 Credits)**

The end of apartheid in 1993 signaled a critical juncture for African liberation and security. The fall of South Africa's repressive regime marked a new era in African statehood and security apparatus. Apartheid posed the most threat to sovereignty especially for Southern Africa countries and undermined independence on the continent. With the new African National Congress government led by the Nelson Mandela, African countries were poised to focus on development and regional integration to cement cooperation, economic growth and improve the wellbeing of the African people. However, the new epoch coincided with novel challenges to statehood and security as the continent was quickly ravaged by civil wars. Today the continent continues to face numerous security challenges that are interwoven in contemporary global problems like climate change and the rise non-states actors. Using an interdisciplinary approach, this course assesses contemporary security challenges in Africa such as terrorism, insurgency and piracy by examining the causes and institutional frameworks put in place to address them. Prerequisites: INTS 1500 & INTS 1700.

**INTS 3600 International Monetary Relations (4 Credits)**

We investigate the operation and evolution of today's international monetary system; the course will investigate both the politics and economics of international monetary negotiations, and will examine several key public policy debates that concern governments and investors around the world. The course will be an introduction to these timely and important issues, and will be organized around lecture, class debates, and discussion. Prerequisites: ECON 1020 and INTS 1500.

**INTS 3621 European Democracy in Crisis (4 Credits)**

This course is a comparative study of democratic governments in Western Europe, how these systems are structured and function, and more particularly the new challenges and problems that are emerging in the region: Euroscepticism, populism, support for right-wing parties, and political polarization. Democracy is the institutionalization of conflict, but democratic regimes vary in regard to the ways that they structure the arenas within which conflict is expressed. We will explore some of those institutional distinctions that vary across Western Europe such as Presidential vs. parliamentary systems, fragmented multi-party systems vs. majoritarian two-party systems, as well as the nature of political parties and the dynamics of party systems. The study of Western European democratic polities however requires some retrospective historical analysis of the nature of the conflicts emerging since the creation of the Modern State and the establishment of democracy. Because many of the present conflicts and problems in today's democratic regimes are legacies with roots in conflicts from the emergence of contemporary states, we will also spend some time in analyzing some of these historical conflicts.

**INTS 3625 Introduction to Contemporary Latin American Politics (4 Credits)**

This course provides an introduction to the study of Latin American politics. It is designed to provide students the opportunity to better understand how Latin American societies and political systems are organized and the major issues facing these governments and their citizens. In particular, this course will explore the establishment of democracy and the prospects for the consolidation of democratic regimes in the countries of the region. Throughout the twentieth century, economic, social and international factors contributed to political instability in the region and the establishment of non-democratic forms of rule. Although a wave of democratic transitions in the 1980s and 1990s transformed most Latin American countries into electoral democracies, the extent to which countries can be said to have fully democratic regimes varies widely today. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3630 Global Environment (4 Credits)**

The linkages between social change, economic change and alterations to ecosystems have been apparent, if not overtly acknowledged, throughout history. It was not until 1987, however, with the publication of *Our Common Future*, that such linkages were couched in terms of development and explicitly placed on the international development agenda. The idea appears simple—environmental change, patterns of social change and economic development, social and political factors operate together and impact local, national, regional and global ecosystems. But impacts of the change in any one sector are seldom confined within national boundaries. How then does one address environmental issues across different regulatory, political, institutional and geographic scales? This course examines the connectivity between diverse elements of our planet's ecosystem, explores how a change in one element can have immediate and long-term impacts across local and global territory, and looks at strategies to create greater harmony across environmental, social, political and economic interests. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3660 States in Transition and European Integration (4 Credits)**

This course examines states in transition in Europe and on its periphery. The central question the course asks is why, looking across the post-communist world, many states have joined the European Union and also the North Atlantic Treaty Organizations, while many others have held on to authoritarian means or rule or have been party to armed conflict. While Poland, the Czech Republic, Slovakia and the Baltic States have acclimated themselves to many European Union rules relatively smoothly, Hungary has become the least democratic state in the Union. At the same time, Georgia, Ukraine and Russia are embroiled in protracted and in some ways interrelated conflicts, with democratic consolidation either seriously compromised or not even on the agenda. This course examines these diverging trends, drawing on a range of international relations and comparative politics approaches to explain highly variable outcomes across the region. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3670 Sustainable Development and Tourism (4 Credits)**

In 2006, a record 846 million tourists travelled internationally spending US \$733 billion in their travels. This course explores the motivation behind developing the tourism industry, especially in low and middle income regions, and examines the diverse outcomes of the same. The central question we address is whether or not tourism is a viable means of creating and sustaining improvements in the quality of life for host communities. Case studies include eco-tourism, island tourism, medical tourism, and sex tourism. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3701 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3702 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3703 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3705 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3708 Topics in Int'l Studies (1-4 Credits)**

Prerequisites: INTS 1500 and INTS 1700.

**INTS 3715 The Politics and Policy of Sustainable Energy (4 Credits)**

Energy is much in the news, with highly visible controversies over everything from hydraulic fracturing here in Colorado to oil pipelines to mountaintop removal for coal mining to raptor mortality at wind farms. These controversies range from local city ordinances to global treaties and involve everyone from environmental groups to governments to businesses of all sizes. It can be difficult to make sense of this cacophony of events. Where is the global energy system now, where is it going, and what will impede progress toward an energy system that will both serve human needs and protect the environment? Understanding these questions requires background knowledge that puts them into context and creates the opportunity to understand them more deeply. This course will introduce you to the politics and policies involved in sustainable energy, from the local to the global level. In order to make sense of those policies and politics, it will also introduce students to the basics of the energy system, including both conventional and alternative sources.

**INTS 3761 Diplomacy in the 21st Century (4 Credits)**

The course examines questions and dilemmas in the practice of contemporary statecraft and diplomacy. It will focus particularly on the changing nature of the tools available to states, the context in which they are used, and the players (including non-state actors) that are involved. The instructor will draw from recent experience to round out the topics discussed in class, and focus on the challenges of modern statecraft and diplomacy. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3780 The Ethical Foundations of the Global Economy (4 Credits)**

This course explores the ethics that underlie the most pressing debates today in global economic policymaking. Most people know that economists typically endorse the policy of "free trade," or the outcome of "economic growth." Indeed, economists advocate these so often that it seems self-evident that these are obviously desirable. But why is this so? What is the ethical grounding for the economist's stance on these matters? Unfortunately, economists themselves don't often explore the ethical foundations that underlie their policy perspectives. They typically write as if these foundations are obviously correct and beyond doubt. But in fact, the ethical foundations of economics are hotly contested—both within economics and in philosophy and other disciplines. This course is intended to help students make ethical sense of contemporary global economic policy debates. To that end, we move back and forth between abstract theoretical debates (in economics and philosophy) and concrete, applied policy matters. For instance, we examine the current debate over "free trade" versus "fair trade." We see why most advocates for labor, women's and human rights and most environmentalists demand fair trade, and why most neoclassical economists reject these claims and instead advocate free trade. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3785 Professional Ethics and International Relations (4 Credits)**

Over the course of their careers, graduates of schools of international affairs occupy professional positions in which they enjoy substantial authority and influence over the lives of others, and in which they encounter difficult ethical challenges that stem in part from the roles they perform and the expertise they acquire. And yet, schools of international affairs typically do not offer courses on professional ethics in general, or on the professional ethical challenges that await those who will enter the world of international affairs in particular. This course is intended to begin to fill this gap in professional training.

**INTS 3820 United Nations (4 Credits)**

This course provides an introduction to the United Nations and related agencies and programs. It examines the background and institutional arrangements of the UN System but gives special attention to the activities of the UN designed to advance peace and security. Case studies of UN responses to recent crises in Asia, Africa, Europe and the Western Hemisphere will be included. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3850 Foreign Aid, Debt and Development (4 Credits)**

This course analyzes third world debt relief including the role of major powers, the World Bank and IMF in creating debt and the relationship between debt relief and poverty alleviation. The effects of debt relief upon globalization issues are also covered. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3952 Human Rights in the Global World (4 Credits)**

This course will examine the nature, utility and effectiveness of international efforts to define, promote and protect human rights. Particular attention will be given to activities of the United Nations and related programs and agencies. The roles of governments, regional intergovernmental organizations and nongovernmental organizations will also be explored. Prerequisites: INTS 1500 and INTS 1700.

**INTS 3975 Data Science in International Relations (4 Credits)**

Students will use research methods and data science tools to describe, analyze, and evaluate contemporary topics in international security. We will use the R statistical programming language to generate descriptive statistics, visualizations, and basic inferential statistics while using data on international conflict, human security, trade, development, and many other topics relevant to INTS. The course will culminate in a group presentation and report on a specific topic related to international studies. These tools will help equip students for additional coursework, research, and careers that use data science and quantitative analysis. There are no prerequisite in terms of statistics or computer science, but students should be willing to engage with new and challenging content.

**INTS 3980 Internships in International Studies (0-4 Credits)**

Experience is an important asset when applying for any job. As you will find after graduation, the job market is incredibly competitive, and becoming more so. Gaining real world experience during college will make you a much stronger candidate when seeking that first position after graduation. Through INTS 3980, you have the opportunity to earn between 0 and 5 quarter credit hours for internships of 100 hours or more. The internship portfolio facilitates a student's academic, professional, and personal growth by providing documentation and representation of the internship experience. Elements of the portfolio will help bridge academic experience with career possibilities, and provides an opportunity for self-reflection through your experience. Analysis of your internship will help identify areas of success and points where you could improve overall. The objective of all aspects is to enable you to be more competitive in a global job market. Internships require departmental approval and must be undertaken during the quarter in which you register for credit. The BA program in INTS will not award credit retroactively for internships completed prior to the quarter in which students are registered. Prerequisites: Must be an INTS major and receive departmental permission.

**INTS 3988 Study Abroad Resident Credit (0-18 Credits)****INTS 3990 Thesis (4 Credits)**

The thesis project is an original contribution to the understanding of issues relevant to international studies and to at least one of the concentration areas in international studies. The thesis must feature original research; that is, it must critically investigate a theoretically informed hypothesis, using sources to support an evaluation of the research question. The thesis must show clearly the following elements: excellent critical thinking and writing quality, coherent presentation, and adherence to the general guidelines set forth by the faculty advisor. Prerequisites: Must be an INTS major and receive departmental permission.

**INTS 3991 Independent Study (1-4 Credits)**

In-depth study of a particular issue under the guidance of a professor. Prerequisite: prior agreement with department and permission from registrar.

## Internationalization (INTZ)

**INTZ 1101 Swedish as a Foreign Language: Level 1 (Lund SFSA11) (4 Credits)**

This course is an introduction to the Swedish Language, emphasizing interpretive listening and reading, presentational speaking and writing, and interpersonal communication skills. The course consists of teaching and practical exercises pertaining to vocabulary, pronunciation, and sentence structure. Cultural topics pertaining to Sweden and Swedish society aim to facilitate students' transition into study abroad. This course is delivered synchronously via an online meeting software platform, such as Zoom, by a Swedish as a Foreign Language instructor at Lund University in Sweden. Students engage as a class remotely through both audio and video connection; students receive login instructions prior to week 1. Remote attendance and participation during class sessions is mandatory. NOTE: This course is offered for elective credit only. Successful completion of this course prepares students to register for Swedish as a Foreign Language: Level 2 (SFSA12) at Lund University.

**INTZ 1201 Korean: Beginning Level 1 (4 Credits)**

This course is an introduction to the Korean Language, emphasizing interpretive listening and reading, presentational speaking and writing, and interpersonal communication skills. The course consists of teaching and practical exercises pertaining to vocabulary, pronunciation, and sentence structure. Cultural topics pertaining to Korean society aim to facilitate students' transition into study abroad. This is a hybrid course with lectures delivered synchronously via an online meeting software platform (Zoom) by a Korean Instructor at the University of Western Australia and face-to-face classes with a Korean Teaching Assistant on campus at DU. Attendance in both remote and in-person class sessions is mandatory.

**INTZ 1234 Directed Independent Language Study: Yoruba (4 Credits)**

Directed Independent Language Study (DILS): Yoruba provides students the opportunity to study Yoruba language and culture. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students with cultural, academic and professional interests in Nigeria, Benin and/or the Yoruba language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1255 Directed Independent Language Study: Swahili (4 Credits)**

Directed Independent Language Study (DILS): Swahili provides students the opportunity to study Swahili (Kiswahili) language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in the African Great Lakes region and the Swahili Coast, as well as those with cultural, academic and professional interests in the Swahili language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1301 Portuguese: Beginning Level 1 (4 Credits)**

This course is an introduction to the Portuguese Language, emphasizing interpretive listening and reading, presentational speaking and writing, and interpersonal communication skills. The course consists of teaching and practical exercises pertaining to vocabulary, pronunciation, and sentence structure. Cultural topics pertaining to Portuguese and Brazilian society aim to facilitate students' transition into study abroad. This is an online course with lectures delivered synchronously via an online meeting software platform (Zoom) by a Portuguese Instructor at the Universidade Catolica Portuguesa. Attendance at remote class sessions is mandatory.

**INTZ 1810 Directed Independent Language Study: Arabic (4 Credits)**

Directed Independent Language Study (DILS): Arabic provides students the opportunity to study Arabic language and Arabic-speaking cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in various Middle-Eastern countries, as well as those with cultural, academic and professional interests in the Arabic language and Middle East Studies. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA) or approval.

**INTZ 1891 Directed Independent Language Study: Hindi (4 Credits)**

Directed Independent Language Study (DILS): Hindi provides students the opportunity to study Hindi language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in India, as well as those with cultural, academic and professional interests in the Hindi language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1910 Directed Independent Language Study: Quechua (4 Credits)**

Directed Independent Language Study (DILS): Quechua provides students the opportunity to study Quechua language and Quechua-speaking cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in various South American countries, as well as those with cultural, academic and professional interests in the Quechua language, Andean Studies, Indigenous languages and cultures. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1946 Directed Independent Language Study: Swedish (4 Credits)**

Directed Independent Language Study (DILS): Swedish provides students the opportunity to study Swedish language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in Sweden, as well as those with cultural, academic and professional interests in the Swedish language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).



**INTZ 1955 Directed Independent Language Study: Portuguese (4 Credits)**

Directed Independent Language Study (DILS): Portuguese provides students the opportunity to study Portuguese language and Portuguese-speaking cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in Brazil or Portugal, as well as those with cultural, academic and professional interests in the Portuguese language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1982 Directed Independent Language Study: Korean (4 Credits)**

Directed Independent Language Study (DILS): Korean provides students the opportunity to study Korean language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in South Korea, as well as those with cultural, academic and professional interests in the Korean language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 1990 Directed Independent Language Study: Turkish (4 Credits)**

Directed Independent Language Study (DILS): Turkish provides students the opportunity to study Turkish language and cultures. The DILS program is appropriate for dedicated and disciplined students who can maintain a rigorous course of self-study that is supplemented with regular meetings with a Language Partner (LP). Students are provided with suggested curriculum and materials, develop their learning goals and plan to achieve those goals, reflect upon the language-learning process and are evaluated at mid-term and the end of quarter by an expert in the language from another institution. This course is recommended for students planning to or returning from study abroad in Turkey, as well as those with cultural, academic and professional interests in the Turkish language. First year undergraduate students should not register for this course. Prerequisite: Application through the Center for World Languages & Cultures and completion of the Common Curriculum foreign language requirement (FOLA).

**INTZ 2501 Exploring Global Citizenship (1-2 Credits)**

Examining questions of identity, globalization, and cross-cultural communication, this course is required of all students at DU intending to study abroad. The intent of the class is to help give students the tools and knowledge needed to be able to benefit from their experience abroad. The course is normally taken within the year prior to study abroad and is followed while abroad by the second course in the sequence, INTZ 2502, also required for students on unaffiliated programs. This is a 2 credit course. To take the course for 1 credit, students must provide documentation forwarded by academic and major advisor(s) directly to the course director that they have not been able to nor would be able to take the course for 2 credits prior to study abroad based on required (non-elective) course selection for the entire year prior. The department will then review the materials and determine whether the petition process is warranted.

**INTZ 2502 Global Citizenship in Practice: Maximizing Study Abroad (1 Credit)**

Examining questions of identity, globalization, and cross-cultural communication, this is a pilot course that may eventually be required of all students at DU to be taken while studying abroad. The intent of the course is to help give students the tools and knowledge needed to be able to benefit from their experience abroad. The course is normally taken during a student's study abroad experience and is preceded by INTZ 2501.

**INTZ 2503 Learning to Return: Moving Toward an Impact for Public Good (2 Credits)**

This course focuses on life back from an experiential learning opportunity whether abroad or within the U.S. and seeks to generate understanding(s) about integration back into DU and various related cultural contexts. The aim of the course is to actively continue application and engagement beyond this formal course. With an intentional focus on reflection, students will be expected to read, write, reflect, and share their abroad experiences to help foster meaningful connections across their cultural learning experiences. A central activity will focus on analyzing and reflecting on an artifact students "collected" while abroad – a blog they created, a series of images they took, a video they made, etc. Students will be expected to read, write, reflect, and share their experiences abroad as a way to better understand who they currently are from having those experiences. This will be leveraged to connect their experiences with future goals or purposes around intercultural and global learning.

**INTZ 2700 Topics in Cultures and Languages Across the Curriculum (1-2 Credits)**

Cultures and Languages Across the Curriculum (CLAC) provides students the opportunity to continue advanced study of a language and incorporate language and cultural knowledge within a course in their major field of study. The CLAC program is appropriate for dedicated and disciplined students who possess an intermediate to advanced level of proficiency in their target language. Meeting once a week with an instructor/language partner while enrolled in the major course, students will discuss the content in the target language extending their intercultural and international perspectives on the course content, as well as maintaining and enriching their abilities in that language. Students will research and utilize sources in the target language and will be responsible for discussion participation, weekly assignments, and a final project.

**INTZ 3700 Topics in Culture and Language Across the Curriculum (1-2 Credits)**

Cultures and Languages Across the Curriculum (CLAC) provides students an opportunity to continue advanced study of a language and incorporate language and cultural knowledge within a course in their major field of study. The CLAC program is appropriate for dedicated and disciplined students who possess an intermediate to advanced level of proficiency in their target language. Meeting once a week with an instructor/language partner while enrolled in the major "parent" course, students discuss course content in the target language. Students extend their intercultural and international perspectives on the course content, as well as maintain and enrich their abilities in that language. Students will research and utilize sources in the target language and will be responsible for discussion participation, weekly assignments, and a final project.



**INTZ 3980 Virtual International Internship (0-10 Credits)**

This course facilitates your learning and professional development while you participate in a Virtual International Internship. It provides a framework for you to reflect on and analyze the specific skills gained throughout your virtual internship. This course also supports your self-awareness and personal growth in a cross-cultural context.

**INTZ 3991 Independent Study (1-4 Credits)**

## Italian (ITAL)

**ITAL 1001 Elementary Italian (4 Credits)**

Build practical communication skills to interact with speakers of Italian and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Explore and reflect on Italian cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Italian sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Italian context, operating at the novice high to intermediate low proficiency level. Italian 1001 is designed for students with no prior knowledge of Italian. Students with experience with the Italian language should complete the placement test to determine the appropriate course level for their background.

**ITAL 1002 Elementary Italian (4 Credits)**

Build practical communication skills to interact with speakers of Italian and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Explore and reflect on Italian cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Italian sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Italian context, operating at the novice high to intermediate low proficiency level. Prerequisite: ITAL 1001 or equivalent.

**ITAL 1003 Elementary Italian (4 Credits)**

Build practical communication skills to interact with speakers of Italian and participate in multilingual communities, with a focus on interpersonal and interpretive communication. Explore and reflect on Italian cultural practices and perspectives to develop cultural insight and the foundations of intercultural awareness and understanding. Learners that complete the beginning Italian sequence will have the linguistic skills and foundational cultural knowledge to navigate straightforward situations and manage familiar tasks in an Italian context, operating at the novice high to intermediate low proficiency level. Prerequisite: ITAL 1002 or equivalent.

**ITAL 1988 Study Abroad Resident Credit (0-18 Credits)****ITAL 2001 Intermediate Italian (4 Credits)**

Intermediate Italian is a 2-part intermediate communicative sequence in Italian. It is designed for students who have completed Italian 1003 or the equivalent. The aim of the course is further to develop listening, reading, writing and speaking skills through communicative in-class activities and at-home assignments. The sequence presents new grammatical and vocabulary functions as well as review patterns already presented in the elementary sequence. Intermediate Italian also includes the study of contemporary cultural and literary readings that will serve as the basis both for at-home work and in-class discussion. Prerequisite: ITAL 1003 or equivalent.

**ITAL 2002 Intermediate Italian (4 Credits)**

Intermediate Italian is a 2-part intermediate communicative sequence in Italian. It is designed for students who have completed Italian 1003 or the equivalent. The aim of the course is further to develop listening, reading, writing and speaking skills through communicative in-class activities and at-home assignments. The sequence presents new grammatical and vocabulary functions as well as review patterns already presented in the elementary sequence. Intermediate Italian also includes the study of contemporary cultural and literary readings that will serve as the basis both for at-home work and in-class discussion. Prerequisite: ITAL 2001 or equivalent.

**ITAL 2005 Reading and Conversation (4 Credits)**

In Reading and Conversation, students learn the ease of expression in Italian through the intermediate-level reading of cultural and literary materials and through the study of vocabulary. Readings and contemporary issues are discussed in class. Prerequisite: ITAL 2002 or equivalent.

**ITAL 2201 Italy: Modern History, Culture (4 Credits)**

This course provides a historical and cultural approach to modern Italy. Students refine their critical thinking skills as well as substantially develop their argumentative skills. This course centers on selected authors, literary movements, genres and historical and contemporary cultural phenomena in Italy. Topics may include film, TV, poetry, short stories, fascism and the resistance movement, Italian women, etc. Each week a new decade is discussed in a historical context and supplemented with cultural artifacts that are either centered on the decade in question or produced during the period. This course is taught in English. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ITAL 2355 Images of Rome in Literature & Film (4 Credits)**

The city of Rome has been a major protagonist on the stage of history for several millennia. In 2,500 years of existence, Rome has seen more of the world's history unfold at its doorsteps than any other capital in the western world. It has been the site of the building and the expansion of a vast and powerful Empire, the center of a major world religion, and a magnet for the arts throughout the centuries. This course focuses on late 19th- and 20th-Century Rome from the point of view of selected works of Italian literature (poetry, short stories, and novels or selections from novels) and films in which the city of Rome plays a prominent role. Students demonstrate the ability to identify, interpret, and analyze the connections between the texts and films. This course is taught in English. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ITAL 2500 Introduction to Italian Literature (4 Credits)**

Introduction and overview of Italian literature from 13th century to present; works representing major authors, periods, themes and forms. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 2750 Italian Jewish Literature and Cinema (4 Credits)**

This course is cross-listed with JUST 2750 and offers an overview of Italian Jewish literature and cinema from the Middle Ages to the present. Students will read and discuss prose and poetry, essays and articles, as well as watch and discuss films that address issues such as religious and cultural identity, the right to difference, anti-Semitism and the Shoah. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Jewish Italian writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**ITAL 2988 Study Abroad Resident Credit (0-18 Credits)****ITAL 3010 Advanced Conversation and Composition (4 Credits)**

This course continues to refine students' oral and written skills while enhancing their cultural awareness. Concepts, such as contemporary Italian politics, economy, and gastronomy, are introduced through authentic texts. Specific emphasis is placed on written skills—providing students with the necessary writing skills for continued study in Italian. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 3701 Topics in Italian Studies (4 Credits)**

Selected authors, literary movements, genres, and historical and contemporary cultural phenomena in Italy. Recent topics have included Nord-Sud: Viaggi in Italia, Italian City in Literature and Film, Italian Contemporary Novel, Identità a tavola, Teatro del '700, Il fantastico, Love and War in the Renaissance, Performance of Italian Theatre, Boccaccio e la novella, Poeti del romanticismo, Dante. May be repeated for credit. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 3702 Topics in Italian Studies (1-4 Credits)**

Selected authors, literary movements, genres, and historical and contemporary cultural phenomena in Italy. Recent topics have included Nord-Sud: Viaggi in Italia, Italian City in Literature and Film, Italian Contemporary Novel, Identità a tavola, Teatro del '700, Il fantastico, Love and War in the Renaissance, Performance of Italian Theatre, Boccaccio e la novella, Poeti del romanticismo, Dante. May be repeated for credit. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 3703 Topics in Italian Studies (1-4 Credits)**

Selected authors, literary movements, genres, and historical and contemporary cultural phenomena in Italy. Recent topics have included Nord-Sud: Viaggi in Italia, Italian City in Literature and Film, Italian Contemporary Novel, Identità a tavola, Teatro del '700, Il fantastico, Love and War in the Renaissance, Performance of Italian Theatre, Boccaccio e la novella, Poeti del romanticismo, Dante. May be repeated for credit. Prerequisite: ITAL 2005, equivalent, or instructor's permission.

**ITAL 3988 Study Abroad Resident Credit (0-18 Credits)****ITAL 3991 Independent Study (1-5 Credits)****ITAL 3995 Independent Research (1-10 Credits)****ITAL 3998 Undergraduate Honors Thesis (1-5 Credits)**

This course will guide students who are majoring in Italian in the selection of a topic for their honors thesis, research materials, and individual meetings with the professor(s) directing the thesis.

## Japanese (JAPN)

**JAPN 1001 Elementary Japanese (4 Credits)**

The Elementary Japanese sequence helps students develop communicative competence in basic spoken and written Japanese and explore Japanese cultural practices and perspectives to enrich cultural competence and reflect on their own. First quarter of a three-quarter sequence. Japanese 1001 is designed for students with no prior knowledge of Japanese. Students who have experience with the Japanese language should complete the placement test to determine the appropriate course level for their background.

**JAPN 1002 Elementary Japanese (4 Credits)**

The Elementary Japanese sequence helps students develop communicative competence in basic spoken and written Japanese and explore Japanese cultural practices and perspectives to enrich cultural competence and reflect on their own. Second quarter of a three-quarter sequence. Prerequisite: JAPN 1001 or equivalent.

**JAPN 1003 Elementary Japanese (4 Credits)**

The Elementary Japanese sequence helps students develop communicative competence in basic spoken and written Japanese and explore Japanese cultural practices and perspectives to enrich cultural competence and reflect on their own. Third quarter of a three-quarter sequence. Prerequisite: JAPN 1002 or equivalent.

**JAPN 1005 Japanese for the Real World (4 Credits)**

This fun and challenging intermediate-level, task-based language course develops Japanese language & cultural competency for students preparing to study abroad in Japan or travel to Japan independently. In this course students synthesize and build on their reading, writing, speaking, listening and cultural skills prior to departure in order to maximize their study/travel abroad experience. The task-based curriculum will help students improve their communicative skills in the Japanese language through authentic materials and concrete, task-based language learning. Students also deepen their knowledge about Japanese culture and have online and face-to-face discussions when possible with Japanese native speakers to enhance their cultural competence. Prerequisite: JAPN 1003 or instructor permission.

**JAPN 1216 Popular Culture of Japan (4 Credits)**

In this course we examine and analyze the emergence of particular forms of mass-produced culture, or culture for mass consumption, in Japan from the early modern period to the present. Using a variety of cultural materials enjoyed from the early modern period (1600-1868,) during which Japanese society underwent extensive urbanization, secularization, and cultural commodification, through to the present, the course focuses on overarching themes: media and information technology (woodblock printing, newspapers, and the internet); entertainment and gender (the all-male kabuki theatre and all-female Takarazuka revue); commodified romance; fiction (illustrated fiction, manga, and novels); anime and television fandom; healer-bots and cyborgs. No knowledge of Japanese required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 1416 Postwar Japan: Changing Perspectives in Literature and Culture (4 Credits)**

This course explores a range of Japanese cultural perspectives from the end of the Second World War to the present. The main focus is on the analysis and interpretation of Japanese literary texts, but during the course students also examine film, visual art, and other cultural products within a historical framework, to lead to a deeper understanding of the influences and events that have shaped both contemporary Japan and the wider world. Prerequisites: JAPN 1001.

**JAPN 1616 Samurai and Merchants: Cultures of Tokugawa Japan (4 Credits)**

Introduction to the cultures of Tokugawa, Japan, focusing on the tension between the samurai and merchant classes, the images they construct of self and other, and the morals and mores of their respective worlds. As well as examining Tokugawa fiction, drama, and other cultural artifacts, this course also considers later representation of the period and of its people in twenty- and twenty-first-century text, cinema, and television to understand the importance of contemporary influences on historical representation. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 1988 Study Abroad Resident Credit (0-18 Credits)****JAPN 2001 Intermediate Japanese (4 Credits)**

Continuing study of complex grammatical structures, vocabulary expansion and reading skills. First quarter of three quarter sequence. Prerequisite: JAPN 1003 or equivalent.

**JAPN 2002 Intermediate Japanese (4 Credits)**

Continuing study of complex grammatical structures, vocabulary expansion and reading skills. Second quarter of three quarter sequence. Prerequisite: JAPN 2001 or equivalent.

**JAPN 2003 Intermediate Japanese (4 Credits)**

Continuing study of complex grammatical structures, vocabulary expansion and reading skills. Third quarter of three quarter sequence. Prerequisite: JAPN 2002 or equivalent.

**JAPN 2101 Conversation and Composition I (4 Credits)**

Intensive practice in oral skills, grammar review, reading and writing. Prerequisite: JAPN 2003 and JAPN 1416.

**JAPN 2102 Conversation & Composition II (4 Credits)**

Intermediate training in speaking, reading and writing. Prerequisite: JAPN 2101 or equivalent and JAPN 1416.

**JAPN 2103 Conversation & Composition III (4 Credits)**

Advanced-intermediate training in speaking, reading and writing. Prerequisite: JAPN 2102 or equivalent and JAPN 1416.

**JAPN 2400 Hey, Girl, Hey: Japanese Girlhood from the Moga to Shōjo (4 Credits)**

This course explores the figure of Japanese girlhood from the Moga "modern girl" of the early twentieth century to the contemporary figure of the shōjo. Japanese cultural production has had a significant impact on East Asian girl's media in the pre-war period and again in the post-war to contemporary period. The course will explore the "modern girl" in all her iterations, from European modernism to East Asia, Africa, and the Americas, especially in the contexts of colonialism and nationalism. The course also considers the roles of girls and women in the formation of the modern state(s) and contemporary societies across East Asia, and juxtapose those roles to how girls and women are depicted in fiction and media. Students will trace the transition from the comparative modernisms legible in the figure of the moga to the transnationally circulated figure of the shōjo.

**JAPN 2500 Cultures of the Floating World (4 Credits)**

During the Edo period (1600-1868), the literature and visual culture of Japan flourished after centuries of devastating warfare. The floating world of kabuki theaters, woodblock print culture, and the pleasure quarters arrested the imagination of the populace and attracted the unwanted attention of governmental authorities. Over the course of the Edo period, the shogunal government expelled Christians from Japan, the city of Edo became the largest in the world, and woodblock print culture spread throughout the Japanese archipelago. Through reading various genres of literary and cultural production, students will explore how society shapes culture and culture shapes societies. Topics include: premodern literary representations of love and eros, the emergence of the "floating world print" (ukiyo-e), Christians as Others, representing landscapes and the past in haikai poetry and prose, early modern comic books, and vendetta stories. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JAPN 2700 Classical Japanese Women Writers: The Poets, Priestesses & Princesses in their Literary Golden Age (4 Credits)**

The course explores the extraordinary female-centered belles-lettres of classical Japanese literature, including a myth-history detailing the origins of Japan, the development of the rich poetic tradition, female diaries, *zuihitsu* and personal essays, the classic Tale of Genji, and literature of religious hermetic and travel diaries. The course will critically consider how women writers were able to flourish in this period and interpret their literary output through a consideration of the cultural and historical context for the texts. This course will also deploy principles of literary analysis and interpretation.

**JAPN 2988 Study Abroad Resident Credit (0-18 Credits)****JAPN 3050 Language and Culture of Japan (4 Credits)****JAPN 3701 Topics in Japanese Culture (4 Credits)**

Selected topics in Japanese culture. Texts and films in both Japanese and English, with a focus on modern and contemporary Japanese culture. May be repeated for credit. Prerequisite: JAPN 3100 or equivalent.

**JAPN 3800 Robots and Posthumanism in Japanese Visual Culture (4 Credits)**

Automata and robots lumber, glide, rampage and ambulate their way through Japanese visual culture. Robots, cyborgs and other posthuman bodies and subjectivities have offered visions of new future worlds and have critiqued past and present social conditions. In this course, students will investigate representations of robots and posthumans in Japanese visual culture of the 20th and 21st centuries. Completion of JAPN 2003 or equivalent required.

**JAPN 3810 Sexuality and Gender in Japanese Culture (4 Credits)**

Sexuality and Gender in Japanese Culture is designed for students who have completed JAPN 2001-2003 or the equivalent. In this class, we will focus on developing reading, discussion, speaking, and critical thinking skills centered around representations of gender and sexuality in Japanese culture. Students will read texts by poets, critics, manga artists, and bloggers. In doing so, students will not only expand their critical vocabulary in Japanese, but also critically contend with representations of gender and sexuality in the Japanese context. Prerequisite: JAPN 2003 or equivalent.

**JAPN 3820 Frogs in a Pond: Japanese Translation Theory and Practice (4 Credits)**

This course takes a multi-pronged approach to literature and translation, considering aspects of translation theory, methodology, and practice; literature in translation; and the function of translation in global dynamics of canon, colonization, power, and literary stylistics. With a language like Japanese, which shares no linguistic roots with European languages, questions of translation are magnified and problematized by linguistic difference, histories of Orientalism and colonization, and fundamentally different literary aesthetics, especially in literatures of premodern Japan and early modern Europe. Questions this course considers include: with what modes of translation practice might we approach Japanese literature? How has the translation of European literature into Japanese impacted Japanese literary aesthetics and vice versa? How might we more equitably represent Japanese literature to a global Anglo audience? By what processes does the business of translation occur and how do those processes impact the actual production of literary canon and study? This class requires Japanese language ability of intermediate and higher. Prerequisites: JAPN 1416 and JAPN 2003 or equivalent required.

**JAPN 3988 Study Abroad Resident Credit (0-18 Credits)****JAPN 3991 Independent Study (1-5 Credits)****JAPN 3995 Independent Research (1-10 Credits)**

## Judaic Studies (JUST)

**JUST 1600 Jews in the Islamic World, 632 C.E. - 1948 C.E. (4 Credits)**

This course deals with Jewish history in the Islamic world from the death of Muhammad to the establishment of the state of Israel. Students are exposed to the political, social, and economic histories of various Jewish communities, many of which no longer exist, in numerous Islamic empires and/or political units. While studying these communities we also compare the treatment of Jews under Islamic rule to the treatment of Jews under Christian rule and the treatment of Christians under Islamic rule. Cross listed with HIST 1600. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 1610 The History of the Crusades: 1095-1300 (4 Credits)**

This course traces the origins and development of the Crusading movement as well as its impact on Christian, Muslim, and Jewish society in Europe and the Middle East from the 11th through the 14th centuries C.E. This course also examines ideas of Christian/Muslim/Jewish difference in this period. We pay special attention to primary source material. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with HIST 1610.

**JUST 2004 Anthropology of Jews & Judaism (4 Credits)**

This course is cross-listed with ANTH 2004 and RLGS 2004. This course pairs anthropological texts about American Jews and Judaism with related film, television, and literary representations. The objective of this course is to teach course participants to use anthropology as an interpretive lens through which to consider American Jewish life and culture. Through the study of texts on Jewish nostalgia and memory, class, race, gender, and heritage tours, course participants will learn the history of the study of Jews within anthropology and the place of Jews in the history of disciplinary anthropology. The ultimate objective of this course is to introduce anthropological theory and method in a way that provides students with a powerful analytical tool for thinking about contemporary Jewish life.

**JUST 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, COMN 2008, RLGS 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with ANTH 2011 and RLGS 2011.

**JUST 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that “Jews earn like Episcopalians, and vote like Puerto Ricans.” This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with RLGS 2012.

**JUST 2014 Religious Existentialism: Christian and Jewish (4 Credits)**

Existentialism focuses on the human experience of living, often with a focus on the sheer freedom of the human condition. Religious existentialism subtly modifies this picture through its own vision of human freedom as the ultimate encounter between the human subject and God (with 'God' understood in various ways). The religious existentialist in this sense philosophically explores that which is most-fully-human as a moment of relation and encounter between self and that which is beyond self. Starting with Sartre's non-religious statement of existentialism in *Existentialism is a Humanism* (1946), we go on to examine the Christian and Jewish existentialisms of Kierkegaard (1813-1855), Tillich (1886-1965), Buber (1878-1965), and Heschel (1907-1972). In the course of our reflections, we compare non-religious with religious approaches to basic questions about self, God and world, and we consider the relationship between Christian and Jewish existentialist approaches to these questions. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with PHIL 2014 and RLGS 2014.

**JUST 2025 Coexistence (4 Credits)**

Building skills for ethical, emotionally-intelligent, and equity-minded encounter, this course is about facing neighbors responsively, responsibly, and non-violently—even when our values clash, and even as we work to defeat each other in the voting booth. Exploring new civic modes of “dialogue across difference” and serving as an antidote to polarization and rising tides of hate, the course invites students to consider new ways of holding onto their own views, values, and identities without erasing others—but also without necessarily embracing or being embraced by them. And it does so while helping them understand and utilize “phenomenology,” a philosophical method for assessing “lived feels” in complex relation to human meaning-making in a range of personal, professional, and political contexts. Focused in particular on interhuman coexistence, the course attends to the three-fold human cord of “our structures, our neighbors, and our selves.” It invites students to navigate between structural equity, interpersonal ethics, and personal authenticity. And it equips students to consider the “feels,” “flavors,” and “temperatures” of different coexistence strategies: from the lukewarm framework of tolerance to the warm embrace of friendship to the complicated contours of responsibility-without-friendship in such thinkers as BIPOC thought-leader Martin Luther King, Jr, philosopher and Holocaust Survivor Emmanuel Levinas, and political theorist Karl Marx. Helping students consider what sorts of coexistence goals are most and least appropriate for different contexts and why, the course asks questions like: When it comes to opponents, should we be aiming to befriend them or is it sometimes OK to set the bar lower? Should we try to “find common ground” or is it sometimes OK to “agree to disagree”? Is bridge-building always the best goal, or do we sometimes need to learn to live alongside one another without violence but also without bridges? Drawing on an inclusive reading list of BIPOC, Jewish, Islamic, Christian, African, Indigenous, and Japanese traditions, the course delves into Ubuntu principles of coexistence alongside Aztec principles of selfhood, BIPOC principles of justice alongside spiritual and atheist existentialisms, Queer Chicana feminism alongside the practice of Kintsugi, spiritual calls to love alongside political calls to respect, multicultural calls to recognition alongside social justice critiques of such calls, philosophical traditions of friendship alongside critiques of civility, and ancient wisdom traditions hand-in-hand with popular contemporary insights from Brené Brown's work on vulnerability and Harvard's near-century-long study of happiness. The course also explores the dangers of Islamophobia and Antisemitism; includes a visit to the campus' Holocaust Memorial Social Action Site inspired by “radical ethics”; considers new modes of activism; and invites participants into a “Belonging and Expression” framework for navigating possibilities and tensions in important joint calls to social justice and freedom of expression. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is crosslisted with PHIL and JUST.



**JUST 2026 Race: Black, Jew, Other (4 Credits)**

This course is cross-listed with PHIL 2026 and RLGS 2026. In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, “negritude,” “the wandering Jew,” and “otherness” by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman’s work on the “Jew’s Body” and “Jewish Self-Hatred,” Bernasconi’s work on the phenomenology of race, and discourses of “Other-as-disease” in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2050 Jewish Philosophy (4 Credits)**

This course sets out to explore the self and the sacred in Jewish tradition by exploring the nature of faith and reason, the call to ethical response, and the meaning of divine revelation in multiple Jewish philosophical voices across the ages, including Philo, Saadya, Halevi, Maimonides, Soloveitchik, Buber, Rosenzweig, and Levinas. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with PHIL 2050.

**JUST 2070 American Jewish Experience (4 Credits)**

In the aftermath of World War II, the United States emerged as the largest, wealthiest, and most organized Jewish community in the world. Taking the premise that America is a Jewish center as its key organizing principle, this course introduces and challenges theories of diaspora and looks at American Jewry’s religious and institutional innovations. The course will proceed inductively, taking Denver-based resources and experiences as starting points for an expansive exploration of American Jewish life, culture, and religion. We will focus on mainstream narratives alongside religious and cultural expressions at the margins of American Jewish life. Cross-listed with ANTH 2070 and RLGS 2070.

**JUST 2104 The Bible as Literature (4 Credits)**

The Bible has been one of the most important works in all of Western society. In this course we read the Bible as a masterpiece of literature. Rather than focusing on theological questions about this work as inspired scripture, we instead focus on its rich literary qualities and explore some ways in which these stories have influenced modern society. Reading select passages, we discuss its literary genres, forms, symbols and motifs, many of which are important in literature today. Of the latter, we encounter stories of creation and hero tales, parables, apocalyptic literature, and themes of paradise and the loss of Eden, wilderness, covenant, and the promised land. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2104 and RLGS 2104.

**JUST 2201 Introduction to the Hebrew Bible (4 Credits)**

The legacy of the Hebrew Bible has been great for both Western and world culture. In this course, we read the books of the Hebrew Bible critically as literature, as religious text and as a source of sociological knowledge. The students gain a general overview of the narrative and historical development of the text while simultaneously being introduced to the various modes of biblical interpretation. Emphasis is placed on situating the literature and religious expression of the Bible within its ancient Near Eastern milieu. Cross listed with RLGS 2201.

**JUST 2202 New Testament (4 Credits)**

This course takes a multifaceted approach (historical, literary, and critical) to the writings that comprise the Christian New Testament. The New Testament are read as a collection of primary documents that chronicle the primitive Church’s slow and often painful process of self-definition. In these writings it is possible to discern the tension that arose because of the strong religious and cultural ties early Christianity maintained with Palestinian Judaism, from which it emerged as a sectarian or reform movement. The careful reader also finds evidence of the new religion’s encounter with the Greco-Roman world from whose variegated ethos and culture it borrowed considerably on the way to becoming an important religious force in the first century. In exploring the New Testament, then, we attempt to recover something of the sense of what it meant to be a Christian in New Testament times. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2202.

**JUST 2300 A History of Israel-Palestine, 1800-Present (4 Credits)**

This course surveys the histories of the peoples in Israel/Palestine from the early 19th century to the present. Key topics that will be covered include, but will not be limited to, the rise of Zionism and Palestinian nationalism in the late 19th and early 20th centuries, the impact of the British Mandate, the impact of the 1948 War, the experiences of Palestinian citizens and residents of Israel, Palestinians in Gaza and the West Bank under Egyptian and Jordanian rule, shifts in Israeli and Palestinian politics in the mid to late 20th century, Israel’s military occupation and settlement project, and economic and social developments in the late 20th and early 21st centuries. While this course does not ignore the central role of conflict in Israeli and Palestinian histories, it seeks to move beyond the conflict paradigm and instead focus more on political, social, and economic developments in Israel/Palestine. Cross-listed with HIST 2300.

**JUST 2320 US Foreign Policy in the Middle East (4 Credits)**

This course aims to introduce students to both Middle Eastern history and American Foreign Policy by exploring the politics and culture of U.S. involvement in the Middle East in the post-WWII period. In doing so this course pays special attention to the impact of the Cold War in the Middle East, American policy towards the Arab-Israeli conflict, the role of oil in American foreign policy, American responses to the rise of Islamist movements, the impact of media and culture on the formulation of America’s Middle Eastern policies, and U.S. relations with dictatorial governments in the Middle East. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with HIST 2320.



**JUST 2350 Israeli Culture Through Film: Society, Ethnicity, and Inter-Cultural Discourse (4 Credits)**

This course presents Israeli society and culture development as reflected in Israeli films from the 1950s to present day Israel. Topics include history and collective memory, ethnicities and the experiences of immigration, Israelis in their spatial Mediterranean/Middle-Eastern context and Judaism in its old and new representations. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2360 Israeli Society Through Film: Narratives of the Holocaust, War and Terror in Israeli Life (4 Credits)**

This course analyzes fundamental aspects of Israeli-Jewish collective identity through a consideration of the trauma of the Holocaust, and explores the representation of these issues in Israeli film from the 1960s to today. The course presents and analyzes narratives of human experience in traumatic times and their after-effects via cinematic perceptions of Holocaust survivors and their offspring, the relationship between the Israeli native Sabra and the Holocaust survivor, the impact of war on soldiers and their families, and the Israeli experience of terror. Screenings of Israeli film is a central part of the course. All films are in Hebrew with English subtitles. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**JUST 2370 Multicultural Israel: Food, Film and Beyond (4 Credits)**

In this course participants will examine Israeli culture and identity using a broad array of materials and topics, including popular music, film, sports, and food. Topics include Israel's society, ethnic relations, and the Arab minorities in the Jewish state. Students also discuss whether there is a unique Israeli culture and the struggle for Israel's identity. Emphasis is on interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways. Through discussion, research, writing and various media resources, class members investigate these varied dimensions of culture; learn to understand them in their broader social, aesthetic, ethical, and political contexts. This course counts toward the common curriculum requirement of Analytical Inquiry: Society & Culture.

**JUST 2380 Multicultural Israel through Popular Music (4 Credits)**

The music of Israel is a combination of Jewish and non-Jewish music traditions that have come together over the course of a century to create a distinctive musical culture. This course presents a brief cultural history of Israel through popular music. To examine the central and lively role that songs have played in the shaping of Israeli identity, this class examines a range of diverse lyrics, including selections from folk music, pop and rock music, Levant influenced music, and more. Topics covered include Shirei Eretz Israel (the songs of the land of Israel), military ensembles, song festivals and competitions, the rise of minorities, outstanding performers and songwriters, international influences, and media's impact on audience preferences. This course counts toward the common curriculum requirement of Analytical Inquiry: Society & Culture.

**JUST 2700 Topics in Judaic Studies (1-5 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 2701 Topics in Judaic Studies (1-5 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 2702 Topics in Judaic Studies (1-5 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 2704 Topics in Judaic Studies (4 Credits)**

Topics vary, reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 2741 American Jewish Literature (4 Credits)**

This course surveys over 100 years of American Jewish immigrant narratives beginning with the great exodus of Eastern European and Russian Jewry at the end of the 19th century and ending with recent arrivals from Israel and the former U.S.S.R. Canonical works by central authors reveal the great successes of Jewish immigrants alongside their spiritual failures. A selection of memoir, novels, short stories, and poetry in English and in translation from Hebrew and Yiddish demonstrate the multilingual character of the Jewish experience in America. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2741.

**JUST 2742 Modern Hebrew Literature (4 Credits)**

This course offers a survey of some of the most significant works of modern Hebrew literature available in translation. Students consider how the development of Hebrew literature has contributed to the formation of contemporary Israeli identity, and how the conflicts that define the turbulent history of Israel are treated in works by canonical authors. The selection of diverse voices and literary materials exposes students to the social, political, and historically changes wrought by the rise of modern day Israel. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2742.

**JUST 2743 Jewish Humor: Origins and Meaning (4 Credits)**

Writers, scholars, and comedians all claim to locate an identifiable strain of "Jewish humor" running from the Bible through to today's literary humorists and provocative stand-up comics. This course takes humor seriously in an effort to reveal the development of "Jewish humor" in America from a comparative context. But is there such a thing as Jewish humor? And if so, what are its sources and characteristics? Does it exist across cultures and in different linguistic communities? Through lectures, discussion, exercises and papers, students gain a broad understanding of the history, psychology, and philosophy of humor as it relates to Jewish arts and letters in America. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is cross-listed with ENGL 2743.

**JUST 2745 Israeli Television and Cinema: Representing Cultural Diversity in Israeli Life (4 Credits)**

The course goals are three-fold: a) to facilitate students' communicative competence in Hebrew across the interpretive, interpersonal and presentational modes through constant immersion in Hebrew, b) to expand students' knowledge and understanding of Israeli society and culture while interacting solely in Hebrew, and c) to help students develop a lifelong interest in learning the Hebrew language and its culture. Screening of Israeli films is a central part of the course. All the films are in Hebrew. The course is not open to native speakers of Hebrew. Cross listed with HEBR 2745. Prerequisite: HEBR 2003 or equivalent.

**JUST 2750 Italian Jewish Literature and Cinema (4 Credits)**

This course is cross-listed with ITAL 2750. It offers an overview of Italian Jewish literature and cinema from the Middle Ages to the present. Students will read and discuss prose and poetry, essays and articles, as well as watch and discuss films that address issues such as religious and cultural identity, the right to difference, anti-Semitism and the Shoah. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well-known Jewish Italian writers like Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish writers like Rosetta Loy. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**JUST 2991 Independent Study (1-5 Credits)****JUST 3001 Judaism (4 Credits)**

A literary and historical journey through Judaism. This course examines the "Jewish story" from its roots to its modern-day manifestations, focusing on select, classic Jewish texts in their historical contexts. From them, students explore Jewish tradition and practice and actively engage with and in the vivid interpretive imagination of the authors of Judaism throughout the ages. Cross listed with RLGS 3001.

**JUST 3002 Creation & Humanity (4 Credits)**

Why am I here and what is my place in the world? In this class, students engage a wide-variety of answers to this timeless question. We focus on primary texts regarding the creation of the world and humanity's role within the world from multiple religious traditions, from ancient Near Eastern mythologies to modern spiritualities and film. Themes of the course include humanity's relation to the divine, nature, and one another; we also discuss issues of inequality and sustainability. Students also learn to perform fruitful cross-cultural comparison.

**JUST 3003 The Moses Traditions: Jewish, Christian, and Muslim Traditions about Moses from Past to Present (4 Credits)**

The "Abrahamic Traditions" (Judaism, Christianity & Islam) are described as such because each tradition situates its origin in the figure of Abraham, yet there is another foundational figure who looms even larger in all three traditions – Moses. The Moses Traditions traces Jewish, Christian, and Islamic traditions about Moses from the Hebrew Bible through modern America, and in so doing brings into the foreground the religious and inter-religious importance of this beloved figure. Drawing from over 2,500 years of texts and traditions, students come away with a deeper understanding of: 1) how the figure of Moses is shaped and reshaped throughout history and across the globe, 2) how religious traditions portray and redescribe foundational figures to suit the ever-changing needs of their communities, and 3) how to engage a multi-faceted, culturally-embedded, and millennia-long collection of traditions in a way that yields fruitful insight into the inner workings of the religious imagination. This course is cross-listed with RLGS 3003.

**JUST 3010 Aspects of Modern Hebrew (4 Credits)**

This course is designed for students who have successfully completed Intermediate Hebrew. It facilitates communicative competence in Hebrew across interpretive, interpersonal and presentational modes through constant immersion in Hebrew. It also expands knowledge of Israeli culture while interacting solely in Hebrew. This course is not open to native speakers of Hebrew. Cross listed with HEBR 3010. Prerequisite: HEBR 2003 or equivalent.

**JUST 3023 Great Thinkers: Maimonides-Politics, Prophecy and Providence (4 Credits)**

Using "The Guide for the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), one of the central figures in medieval philosophy and Jewish thought. Our study includes analyses of his ideas on: principles of faith, human perfection, intellectual vs. "imaginational" approaches to truth, pedagogy and politics, reasons for the commandments, the nature of God and divine will, the limits of human knowledge, the mechanics of prophecy, and the parameters and implications of providence. Cross listed with PHIL 3023 and RLGS 3023. Prerequisite: junior standing or instructor's permission.

**JUST 3024 Maimonides: Greek, Islamic, and Christian Encounters (4 Credits)**

Using the "Guide of the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), a central figure in the history of philosophy and in the history of Jewish thought. In this course, we examine in depth the relationship between Maimonides' core ideas and various Greek, Muslim and Christian thinkers, including: Aristotle, Plotinus, al-Farabi, Avicenna (Ibn Sina), al-Ghazali, Averroes (Ibn Rushd), and Aquinas. Topics to be explored include: what is "metaphysics?"; God's unity and essence as existence itself; the mystery of knowing and not knowing God (including a consideration of God's ways as well as "negative theology"--viz. the extent to which we do not know God); God as pure intellect; the nature of the cosmos and the "separate intellects"; creation vs. eternity vs. emanation: philosophical and religious perspectives on the origins of the universe and implications for "living in the world with/out God." In our study, we will also address the methodological implications of cross-religious and cross-language analyses, and how to spot and address (in your own work and in the work of others) tacit cultural biases at play in the interpretive process. Cross listed with PHIL 3024 and RLGS 3024. Prerequisite: Junior standing or instructor's permission.

**JUST 3026 Levinas and the Political (4 Credits)**

Emmanuel Levinas (1906-1995), famous for his arresting insight of "ethics as first philosophy," is a key figure in the histories of phenomenology, metaphysics, and theology. In this class, we examine the implications of Levinas' thought for politics and the political through close readings of his insights on peace, proximity, and justice in such works as "Reflections on the Philosophy of Hitlerism" (1934), *Totality and Infinity* (1961), *Otherwise Than Being or Beyond Essence* (1974), and "Peace and Proximity" (1995) in dialogue with key companion works in political thought and political theology, including Benjamin on Divine Violence, Butler on postmodern politics, Connolly on agonism, Critchley on anarchism, Marxist intersections, and Derrida and other "Jewish theologies" of messianistic impossibility. Themes addressed include: Justice; Covenant; Law; the grounding and paradox (or betrayal) of politics-with-ethics; phenomenologies of hospitalities and strangers, friends and enemies; liberalisms, socialisms, fascisms; revolutions and anarchies; agonisms v. antagonisms; impossibility; messianisms without Messiahs; logics of works v. logics of grace; on the role of love v. justice; anarchic grounds; temporalities of covenant and justice; fraternity; forgiveness and its limits; "the 3rd"; rational peace, peace between the wars, and impossible peace. This course is cross-listed: PHIL and JUST. Pre-reqs: This course is open to juniors and seniors except by special permission of the instructor.

**JUST 3086 The Emergence of Monotheism (4 Credits)**

This course is cross-listed with RLGS 3086. Monotheism, the belief in a singular deity, did not arise out of nothing. Rather, the emergence of monotheism was a multi-stage process spanning several millennia and involving numerous religious traditions, primarily Judaism, Christianity, and Islam. This process was marked by internal and external conflict, as individuals and communities struggled to distinguish themselves from their non-monotheistic predecessors and neighbors, while often attempting to convince others to do the same. In this class, we begin with the ancient Near Eastern religious environment in which the idea of monotheism first appeared, then turn our attention to how the movement toward monotheism shapes the texts of the Hebrew Bible, New Testament, and Quran. We also look to archaeological sites and case studies in material culture to fill out our understanding of the lived experiences at play in the emergence of monotheism.

**JUST 3090 God and Giving? Religion and Philanthropy in America (4 Credits)**

This course is cross-listed with ANTH 3090 and RLGS 3090. The United States is notable for its high levels of religious participation and for its well-established and rapidly expanding nonprofit sector. In this course, we will explore these phenomena from a variety of disciplinary perspectives including anthropology, history, and religious studies in order to understand the intersections of religion and philanthropy. By looking at religious ideologies, social theory, and legal and economic contexts, we will consider how religion, government, and philanthropy shape and are shaped by one another. We will examine a number of case studies including faith responses to Hurricane Katrina, the history of philanthropy in Denver, and U.S.-based religious global giving. We will explore key questions regarding community and social responsibility and ask which actors get to define key societal problems and who is ultimately responsible for responding to these problems.

**JUST 3102 Early Judaism (4 Credits)**

This course traces the development of Judaism in history and literature from the Babylonian Exile and the end of the biblical period through the origins of Rabbinic Judaism and the completion of the Babylonian Talmud (c. 650 CE). However, special emphasis is placed on Jewish culture in the late Second Temple period (c. 200 BCE to 100 CE) and its impact on the early Christian movement, including Jewish literature from the time of Jesus, lost texts of the Bible, new evidence from the Dead Sea Scrolls, and the few surviving historical sources of the Second Temple Period. In addition, students analyze how the Bible came to be and understand how sacred texts and their interpretations eventually became the new center of both Judaism and Christianity. Cross listed with RLGS 3102.

**JUST 3146 Great Thinkers: Levinas (4 Credits)**

Emmanuel Levinas (1906-1995), famous for his arresting and original idea of "ethics as first philosophy," is an important figure in the histories of phenomenology, metaphysics, and theology. In this course, we set out to explore Levinas' insights on ethics, alterity, and infinity, including the connection of his ideas to Plato, Descartes, Kant, and Husserl, as well as his critical responses to Heidegger and his positive contributions to Derrida. In this course, we work through Levinas' two major works, *Ethics and Infinity* and *Otherwise Than Being or Beyond Essence*, as well as a number of shorter writings—including material from his Talmudic commentaries. Themes to be covered include: Being, Goodness, Risk, Ethics, Alterity, Transcendence, Law, Judaism, Gift, Forgiveness, Politics, Theology, and Justice. This course is cross-listed with PHIL 3146.

**JUST 3150 The Bible and the Dead Sea Scrolls (4 Credits)**

This course includes an advanced study of the Dead Sea Scrolls with a particular focus on the Bible as it appears in the Qumran library. We will discuss the variant versions of the Bible, some of which were previously unknown before the discovery of the Scrolls, and how the findings of the Scrolls may question the very idea of "Bible" itself in the context of the late Second Temple Judaism. Further, we will place particular emphasis on studying the way biblical texts were engaged, interpreted and even written by the authors of the Dead Sea Scrolls. In this way, we shall explore the origins of biblical interpretation and how the notion of the Bible came to be. Cross listed with RLGS 3150. Prerequisites: None. The Scrolls will be read in English translation, but those with Hebrew reading skills will have an opportunity to read/translate portions of the Scrolls in community.

**JUST 3151 Dead Sea Scrolls (4 Credits)**

The Dead Sea Scrolls represent one of the greatest manuscript finds of the twentieth century and have been said to be the most important discovery in biblical archaeology. These scrolls offer a rare window into early Judaism and Christianity and offer us the earliest and most important witnesses to the (Hebrew) Bible. This course covers the Dead Sea Scrolls in their historical, literary and religious context in English translation, together with relevant scholarly research. Cross listed with RLGS 3151.

**JUST 3152 Philosophy Meets Mysticism: A Greek, Jewish and Islamic Neoplatonic Journey (4 Credits)**

Neoplatonism is a unique genre - somewhere between philosophy and mysticism. In this course, we investigate some of the leading themes of Neoplatonism, tracing the Greek ideas of Plotinus (the third century "father of Neoplatonism") into later Jewish and Islamic textual traditions. As part of our journey, we investigate a host of philosophical writings, including the Theology of Aristotle and the Liber de Causis, as well as works by Plato, Plotinus, Proclus, Ibn Tufayl, Avicenna, Isaac Israeli, Solomon Ibn Gabirol, and Abraham Ibn Ezra. Themes to be covered include emanation and creation, apophatic discourse, divine desire, the theological significance of imagination, inward reflection, and the call to virtue. Cross listed with PHIL 3152. Prerequisite: junior standing or instructor's permission.

**JUST 3215 Modern Jewish Philosophy (4 Credits)**

Covering a range of modern thinkers from the seventeenth to the late-twentieth century, topics include reason and revelation, human autonomy and responsibility, aesthetics, post-Holocaust theology, responses to Kant, responses to Heidegger, ethics, and the quest for authenticity. Cross listed with PHIL 3215. Prerequisite: junior standing or instructor permission.

**JUST 3405 Postmodern Visions of Israel (4 Credits)**

This course investigates how representations of Israel as a modernist utopia have been replaced in contemporary literature with images of Israel as a dystopia. The class discusses the historical context that gave rise to visions of an idealized Israel, and the role the Hebrew language played in consolidating and connecting narration to nation. Next the class considers how belles-lettres from recent decades have reimagined Israel as a series of multilingual "multiverses." A selection of fiction translated from Hebrew forms the core of class reading. Theoretical exploration of postmodernism help us conceptualize the poetics of postmodern literature. No knowledge of Israeli history or Jewish culture is necessary to succeed in this course. This course is cross-listed with ENGL 3405.

**JUST 3700 Topics in Judaic Studies (1-4 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 3703 Topics in Judaic Studies (1-4 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 3704 Topics in Judaic Studies (1-4 Credits)**

Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

**JUST 3740 Bodies and Souls (4 Credits)**

This course examines the unique place of the body in biblical religion. We ask how the Bible and its interpreters have shaped current views on sex and the gendered body in Western society. How has the Bible been (mis)used in relation to current understandings of the physical body? Is the saying that a "human" does not have a body, but is a body as true for the Hebrew Bible as the Christian New Testament? How has Judaism and Christianity (de)valued sexuality, procreation, and celibacy? How do the biblical traditions shape our modern opinions about the ideal physical body and body modifications? How can we understand "out-of-body" experiences and notions of death and afterlife in Western religion? Students are encouraged to interpret the Bible and their own beliefs from a uniquely embodied perspective. Cross listed with GWST 3740, RLGS 3740.

**JUST 3742 Jesus in Jewish Literature (4 Credits)**

This course surveys literary depictions of Jesus in Jewish literature. Readers are often surprised to learn that throughout the twentieth century and into the twenty-first century, major Jewish writers have incorporated the figure of Jesus of Nazareth into their work. This class explores the historical, aesthetic, and spiritual reasons for the many Jewish literary representations of Jesus and of his literary foil, Judas. A selection of materials including short stories, poems, novels, scholarly essays and polemics in English and in translation from Hebrew and Yiddish demonstrate the depth of Jewish literary culture's engagement with Jesus' life and teachings. Among the many writers we will read are: S.Y. Agnon, Sholem Asch, Uri Zvi Greenberg, Haim Hazaz, Emma Lazarus, Amos Oz, Philip Roth, and L. Shapiro. Ultimately, this class will consider how literary representations of Jesus can destabilize perceived distinctions between Jews and Christians. While helpful, no knowledge of Jewish languages, religious tradition, or cultural practice is necessary to succeed in this course. This course is cross-listed as ENGL 3742.

**JUST 3890 Religion and Diaspora (4 Credits)**

When forced to leave a homeland, displaced communities frequently turn to religion to maintain identity and adapt to—or resist—new surrounding culture(s). This course examines the role of religion and identity in three Jewish and Christian communities living in diaspora and poses questions such as: What is the relationship between religion and (home)land? How have the biblical themes of exodus, diaspora, promise and restoration been applied to contemporary experiences? And how have our American stories been interpreted through the lens of the Bible? As part of the service learning component, students have the opportunity to work with religious and immigrant aid organizations in the Denver community. Cross listed with RLGS 3890.

**JUST 3891 Justice: A Biblical Perspective (4 Credits)**

This course explores the ways in which the Bible has been applied to questions of social justice in contemporary society. In addition to studying major theological and philosophical theories of justice, students read a variety of biblical texts related to major issues of social and economic justice such as world hunger, the poor, revolution, just war theory and pacifism, environmentalism, and the role of government. This course includes a service-learning component. Cross listed with RLGS 3891.

**JUST 3991 Independent Study (1-5 Credits)**

Prerequisites: HEBR 1003 or JUST 1003 or equivalent and instructor's permission.

# Kinesiology and Sport Studies (KINE)

## **KINE 1005 Resistance Training and Strength and Conditioning Methods (4 Credits)**

Resistance training is an overarching term for human physical activities performed against a force at a given velocity. Examples of resistance training include the use of free weights, dumbbells, flywheel and pneumatic machines, bodyweight, bands, chains, and more. Strength and conditioning methods is an overarching term for modes of physical activity commonly used in sport and fitness settings. In this foundational course, students will develop an introductory-to-intermediate scientific and practical understanding of resistance training and strength and conditioning methods.

## **KINE 1015 Foundations of Olympic Weightlifting and Powerlifting (4 Credits)**

Powerlifting and weightlifting (Olympic lifts and their derivations) are two widely popular strength- and power-based sports and these movements offer numerous physiological, psychological, and social benefits. The primary movements, including the deadlift, bench press, squat, clean and jerk, and snatch are also nearly universally applied to sports performance training. From recreational to world champion athletes, understanding the rules, equipment, and training practices of powerlifting and weightlifting is essential to developing mastery as a lifter and instructor. Students in this course will learn by doing and acquiring foundational content knowledge in these lifts and the organization of the sports. Students will also learn about powerlifting and weightlifting national governing bodies and how the sport is administered.

## **KINE 2000 Foundations of Kinesiology and Sport Studies (4 Credits)**

This course explores the historical development of kinesiology, sport, and physical cultural studies from ancient societies to the present. By exploring the historical, political, social, cultural, economic, and religious underpinnings of kinesiology, students will understand how they, the field, and various stakeholders have been shaped to their present form. Students will use this understanding to identify and make critical judgments about the common issues, problems, and limitations in kinesiology today. This course will also examine varying national governing bodies, career opportunities, graduate and professional school options in the field, and prepare students to navigate advanced courses and topics.

## **KINE 2010 Motor Learning for Skill Acquisition (4 Credits)**

This course will provide students with an understanding of how individuals (e.g., athletes, performers, recreationists) learn, perform, and retain motor skills. The course will explore how individual psychology, dynamic environments, and varying group and cultural practices affect skill acquisition. Students will develop foundational skills to develop and implement instructional strategies (e.g., practice plans, activities, feedback, affordances) to facilitate skill learning and performance enhancement, skill modifications for injury prevention, and rehabilitation of injury. This course will cover a variety of theoretical and scientific concepts pertaining to skill acquisition and learning across a variety of settings. Prerequisite: KINE 2000.

## **KINE 2020 Sociology of Kinesiology and Sport Performance (4 Credits)**

An applied approach to the sociology of kinesiology and sport performance integrates theory and practice, also called praxis, to help students become critical thinkers and problem solvers. Students will be exposed to traditional sociological frameworks such as functionalism, interpretivism, and critical theory; themes such as gender, race, class, and ableism; and topics such as identity, deviance, coaching, performance, health, exercise, and sport. The applied focus will prepare students to see sociologically in everyday kinesiology and sport contexts in order to enhance performance and other outcomes, inclusive of ethical considerations. Prerequisite: KINE 2000.

## **KINE 2030 Administration of Sport, Fitness, and Wellness (4 Credits)**

Organization and administration of sport, fitness, and wellness prepares students to manage and lead in diverse contexts. Course topics introduce students to relevant theoretical and practical aspects of administration, such as managerial functions, human resource management, marketing, budgeting, risk management, and finance. The breadth of the course will set a foundation for students to expand and specialize their skills while pursuing specific career opportunities. Prerequisite: KINE 2000.

## **KINE 2035 Anatomical Kinesiology (4 Credits)**

Anatomical kinesiology is the study of muscles, bones, and joints and how they function to produce human movement. This course covers major bodily structures of the human body, from head to toe. A foundational understanding of human anatomy is beneficial or needed for advanced study of many kinesiology topics and careers, such as biomechanics, strength and conditioning, sport science, athletic training, sport psychology, and allied health. By design, this course focuses on anatomical kinesiology to prepare students for application in a variety of kinesiology and sport contexts.

## **KINE 2040 Athletic Nutrition (4 Credits)**

From the youth to high-performing athletes on to master's athletes and weekend warriors, nutrition effects recovery, performance, and a host of other processes. This course provides students with an understanding of the physiological, psychological, and cultural aspects of athletic and fitness nutrition. Students will learn how to prepare athletes and clients for practice, competition, transitions, and everyday life. Additional course topics include disordered eating, ergogenic aids and supplements, professional nutrition organizations and career development, and sport-specific nutrition strategies.

## **KINE 2050 Sport Psychology (4 Credits)**

Sports psychology aims to improve athlete well-being and performance. In this class, students learn about the key concepts and theories from sport psychology such as motivation, anxiety, goal setting, imagery, and team cohesion. A key component of the course requires students to not only apply these concepts through cornhole tournaments throughout the semester, but to also interrogate taken-for-granted assumptions embedded in the field of sport psychology.

## **KINE 2701 Special Topics in Kinesiology and Sport Studies (4 Credits)**

Kinesiology and sport studies topics of special interest to faculty and students as needed to complement and expand existing curriculum and test innovative subject matter or teaching and learning practices. May be taken more than once. Prerequisite may vary based on specific special topic.



**KINE 3000 Diversity, Equity, and Inclusion in Kinesiology & Sport (4 Credits)**

This course exposes students to diversity, equity, and inclusion in kinesiology and sport. Related terminologies and frameworks such as social justice, critical studies, and power, privilege, and oppression will also be explored and in relation to the often more palpable term DEI. Students will develop a shrewd understanding of how inequalities, identities, and forms of hate and discrimination were created and how they manifest in sport contexts (e.g., ownership, labor, leadership, science). Students will also develop practical skills to advance a praxis (theory and practice) of DEI that embraces continuous development and inclusive excellence.

**KINE 3005 Research in Kinesiology and Sport (4 Credits)**

This course focuses on the wide variety of research in kinesiology and sport to prepare students to become critical consumers of scholarship. Students will understand the ethics, values, and other assumptions underpinning kinesiology research. Issues to be explored in relation to research include diversity, equity, and inclusion, marginalized ways of knowing, and how in the name of science people have been harmed. Course topics will include framing a research problem, designing a research study, and doing research, including writing and dissemination. Students will appreciate a wide understanding of qualitative and quantitative, descriptive and explanatory, laboratory and naturalistic approaches to scholarship. Prerequisites: KINE 2000.

**KINE 3010 Ethics and Leadership in Kinesiology and Sport (4 Credits)**

This course examines moral issues, reasoning, and theories in kinesiology and sport. Students will develop a deep understanding of sport ethics and embody a profound sense of integrity as a leader and citizen. The course will approach ethics from the leader's role on topics such as equality, diversity, equity, and inclusion, science and research, violence, capitalism, government regulation. Kinesiology and sport-specific ethical issues will be covered, such as drugs and performance enhancing substances, technology and genetic testing, deviance, violence, and fair play.

**KINE 3015 Sport Science (4 Credits)**

Sport science is often defined as the scientific study and application of science for sport and performance enhancement. Sport scientists often possess a range of industry titles and roles, but share commonalities in engaging in scientific research, using scientific thinking to enhance outcomes and dispel myths, and instill best practices in the use of performance technology and evidence-informed training practices. Foundational areas of sport science tend to include: physiology, biochemistry, biomechanics, nutrition, skill acquisition, psychology, statistics, analytics, and technology management. Prominent course topics include theoretical and conceptual knowledge of sport training theory, athlete monitoring and assessment, managing data and analytics, and educating and disseminating information. Students will also consider ethical and interdisciplinary aspects of sport science, including psychology of optimal performance, surveillance technology, and informed consent. Prerequisites: KINE 1005 or KINE 1015 and KINE 2035 or BIOL 3241.

**KINE 3020 Biomechanics of Kinesiology and Sport (4 Credits)**

Biomechanics of kinesiology and sport entails the study of mechanics applied to the biological systems of the body, with a focus on athletic and human movement performance. Students learn foundational knowledge of biomechanical principles and laws to explain how the body functions to produce movement, which can be used to analyze and enhance movement and quality of life in a variety of settings (e.g., athletics, wellness, sports science, coaching). Prerequisite: KINE 2035 or BIOL 3241.

**KINE 3021 Biomechanics of Kinesiology and Sport Lab (1 Credit)**

Biomechanics of kinesiology and sport lab facilitates students applied skills in the kinematics and kinetics of human movement, with a focus on sport, wellness, and clinical settings. Students collect and analyze data generated from movement analysis technology and make recommendations for how to improve function and reduce dysfunction. A variety of human and athletic movements are explored, and students learn to improve movement performance and reduce injury. Prerequisite: KINE 2023 or BIOL 3241.

**KINE 3025 Prevention and Care of Athletic Injuries I (4 Credits)**

This course introduces students to the principles and practices of sports medicine, athletic training, and the sports performance team. In this first course in a two-course series, students learn about the professional development and responsibilities of healthcare providers and juxtapose this to sport, fitness, and wellness providers who often have different goals and environmental pressures. Course topics also include risk management, pathology of sports and movement injury, management skills, musculoskeletal conditions, and general medical conditions. Prerequisite: KINE 2035 or BIO 3241.

**KINE 3026 Prevention and Care of Athletic Injuries II (4 Credits)**

In this second course, in a two-course series, students learn about the professional development and responsibilities of healthcare providers and juxtapose this to sport, fitness, and wellness providers who often have different goals and environmental pressures. This course introduces students to the principles and practices of sports medicine, athletic training, and the sports performance team. Course topics also include risk management, pathology of sports and movement injury, management skills, musculoskeletal conditions, and general medical conditions. Prerequisite: KINE 2035 or BIOL 3241.

**KINE 3030 Strength and Conditioning Coaching (4 Credits)**

This course focuses on developing students' applied leadership, management, and instruction skills, and professional judgment in kinesiology and sport fields, with an emphasis on strength and conditioning and fitness contexts. Students learn to instruct a variety of strength and conditioning methods, such as speed, plyometrics, agilities, resistance training, and strength athletics (e.g., Atlas Stones, Highland Games). Students also learn about the associated ethical, psychological, sociocultural, pedagogical, andragogical, and political aspects and issues with the practice of being a strength and conditioning and health and wellness practitioner. The course will also help students seeking certification with the National Strength and Conditioning Association and related organizations. Prerequisite: KINE 1005 or KINE 1015 and KINE 2035 or BIOL 3241.



**KINE 3031 Scientific Aspects of Strength and Conditioning (4 Credits)**

Scientific Aspects of S&C prepares students to understand the scientific research areas informing strength and conditioning practices. Students will learn about foundational scientific ways of understanding the human and athletic body, particularly the varying systems of the human body, endocrine responses, and anaerobic and aerobic adaptations to training. Additional, rudimentary consideration will be given to psychological, nutritional, and organizational aspects of strength and conditioning. The course will also help students seeking certification with the National Strength and Conditioning Association and related organizations. Prerequisite: KINE 1005 or KINE 1015 and KINE 2035 or BIOL 3241.

**KINE 3035 Physiology of Sport Performance (5 Credits)**

Sport physiology is the study of how sport participation, physical activity, training, and/or exercise alters the structure and function of systems of the body. This course examines the acute physiological responses and chronic adaptations of the muscular, endocrine, cardiovascular, metabolic, respiratory, and immunological systems of the body as they apply to sport performance. Environmental influences (e.g., altitude and heat), performance choices (e.g., nutrition), and selected developmental considerations (e.g., as related to identity and aging differences) are discussed as they intersect with physiological performance for sport participation and performance. A foundational understanding of sport physiology is needed for the advanced study of many kinesiology topics and careers, such as strength and conditioning, sport science, athletic training, sport psychology, and allied health fields. By design, this course focuses on sport physiology topics to prepare students for applying training principles, methods, programs, and practices to a variety of kinesiology and sport contexts and sport participants.

**KINE 3980 Internship in Kinesiology and Sport (0-8 Credits)**

The purpose of this course is to provide students in the kinesiology and sport studies major an experience for gaining knowledge, skills, and attitudes in related career fields through experiential learning and reflective practice. Through real-world experience, students will develop a more accurate and nuanced understanding of the realities of everyday practice in kinesiology and sport. These experiences are essential for students in the major to test out, integrate, negotiate, and transform their newly acquired theoretical and evidence-based academic subject knowledge within the realities of everyday practice. During internship, students will complete additional course assignments via distance technologies.

**KINE 3991 Independent Study (0-10 Credits)**

Independent research/study.

## Leadership (LDRS)

**LDRS 2000 Foundations of Leadership (4 Credits)**

LDRS 2000 focuses on developing an understanding of the foundations of leadership through an overview of leadership theories and definitions, an exploration of the present and future contextual demands on leaders, and in-depth self-assessment which includes identification of strengths, weaknesses, social identity, and leadership practices. The course will also explore the role of leadership and followership in teams. LDRS 2000 is designed to broaden your understanding of what constitutes leadership while challenging you to understand yourself better and begin to apply civically engaged leadership in new ways. This course is designed to broaden your understanding of "who" and "what" constitutes leadership.

**LDRS 2017 Inclusive Leadership (1,2 Credit)**

In this academic entree to the study of leadership, we explore the fundamental nature of leadership and how to develop as students of leadership in a diverse world. This course encourages students to discover their personal identities, values, preferences, risk-taking propensity and other characteristics as these relate to their leadership potential. Students integrate learning in a Personal Leadership Statement, declaring what they stand for as an inclusive leader. We explore the idea of "community" and our obligations to take on a leadership role in the community with whom we identify. Service as an act of leadership will be expected both as a course requirement and overall program requirement in the Pioneer Leadership Program. Prerequisite: membership in the Pioneer Leadership Program (PLP), or permission of PLP faculty.

**LDRS 2018 Leadership: Theory to Innovation (1,2 Credit)**

This course continues the process of learning about leadership as a process and the role of the leader and follower in that process. Particular attention will be paid to developing passions, self-interests and facilitation skills that allow leaders and followers to innovate and create change. Service as an act of leadership continues both as a course requirement and overall program requirement in the Pioneer Leadership Program. Prerequisites: LDRS 2017 and membership in the Pioneer Leadership Program (PLP), or permission of PLP faculty.

**LDRS 2019 Teaming for Social Change (1,2 Credit)**

Teams are the primary vehicle by which many, if not most, complex tasks are accomplished in our society. As a result, there is an increasing demand for leaders who can build, lead and participate in effective teams. With this course, you are completing your first-year sequence as a student of leadership. It will help lay the theoretical and conceptual foundations you need to prepare you to (a) reflect on teams of which you have been a part; (b) develop strategies for making your teams more effective, whether you are a leader or a team member; and (c) help you develop skills for your sophomore service project. Prerequisites: LDRS 2018 and membership in the Pioneer Leadership Program, or permission of PLP faculty.

**LDRS 2021 Leadership and Social Movements (1-2 Credits)**

This course continues the process of learning about leadership as a process and the role of the leader and follower in that process. Particular attention will be paid to developing passions, self-interests and facilitation skills that allow leaders and followers to innovate and create change. Service as an act of leadership continues both as a course requirement and overall program requirement in the Pioneer Leadership Program. Prerequisites: LDRS 2017, LDRS 2019 and membership in the Pioneer Leadership Program (PLP), membership in the Colorado Women's College or permission of PLP faculty.

**LDRS 2040 Leading Community Change (4 Credits)**

This course builds on the themes we began in the first-year PLP sequence. Specifically, we continue to expand your understanding of community, citizenship, and spheres of influence. Last year, you explored theories of leadership as well as your own assets and passions you carry into leadership. During the second-year course series we learn how to think strategically and act purposefully to make change happen in a larger context—the community. This course asks you to look at and practice leadership as a relational process that brings people together around common interests in order to effect positive change within institutions and/or communities. We will examine and practice key leadership concepts including self-interest, power, and collaboration. We will also practice specific leadership strategies, including 1-1 interviewing techniques, issue research, developing mission statements and action plans, and conducting community research. Prerequisites: LDRS 2017, LDRS 2018, LDRS 2019 and membership in the Pioneer Leadership Program (PLP), or permission of the PLP faculty.

**LDRS 2050 Collaborative Leadership: Local Perspectives (2 Credits)**

This course is a continuation of LDRS 2040 and the exploration of the topics of collaborative leadership and community change. In this course you will begin the implementation of the Community Change Initiatives you developed in LDRS 2040. To effectively enact community change, “change agents” must manage project logistics, continually develop as leaders, and be competent communicators. By the end of this course, you will further develop your abilities to effect community change through knowledge and awareness of strategies to effectively impact these areas. Prerequisites: LDRS 2017, LDRS 2021, LDRS 2019, LDRS 2040 and PLP membership or approval.

**LDRS 2060 Collaborative Leadership: Global Perspectives (2 Credits)**

This course is a continuation of LDRS 2040 and LDRS 2050. We will pursue the exploration of leadership and community change adding a focus on global cultural differences. In LDRS 2050, much of our class was devoted to communication, particularly “crucial conversations,” where we applied new ideas and skills to leadership and followership in CCI teams. This quarter, we will focus on communication skills in diverse cultures and how leadership is enacted and perceived in different cultures around the globe. Students in this course will also finalize the implementation of their CCI developed in LDRS 2040 and LDRS 2050. Community change initiatives require students to understand the communities where they live and work, to be confident in the appropriateness of their community change efforts, and to fairly and conceptually assess their efforts and impacts. By the end of this course, you will develop a deeper understanding of the community change process. Prerequisites: LDRS 2050 and PLP membership or PLP approval.

**LDRS 2070 Envisioning & Enacting Anti-Racist, Feminist Leadership (2 Credits)**

This course explores the complex intersections of race, gender, and the complexities of setting life goals for leadership. Students will consider race and gender as socially constructed concepts and discuss the biases and systemic barriers in which these constructs have developed and how this may influence their understanding and enactment of leadership. The course focuses on practical application of goal setting, career planning, and tools for navigating systemic barriers to leadership. To address these perspectives, the course reviews research from a variety of disciplines, including education, social psychology, sociology, economics, and management and organizational science.

**LDRS 2100 Finding Our Path: Discovering Meaning and Purpose (4 Credits)**

The Finding Your Way course is an opportunity to slow down and identify your passion, deep commitment, and calling. To locate a more holistic center, a sovereign-self, away from the influences of academic work, social-networks, family, or self-imposed expectations. In the midst of the busy and compressed experiences of campus life it is easy to lose track of one’s intrinsic drive, an internal-compass of meaning and purpose. The Finding Your Way course is an invitation to meet and develop relationships and sense of belonging with fellow DU students who are also struggling with finding ways to understand the emerging sense of self at the interface between the demands of academia, larger social pressures, and expectations from loved ones. Nationally the rates of depression, anxiety, burnout, cynicism, and loss of heart are increasing on college campuses. It seems that many students are in need of tools and strategies for locating meaning and purpose in their academic life, to make sense of the tension between self and external demands. The Finding Your Way course will address these concerns by: -Disconnecting from the pace and intensity of campus life through dedicated time for rest and personal renewal; -Developing a more wholehearted and integrated self by exploring sources of fragmentation; -Seeking a deeper understanding of identity and sense of purpose through reflection; -Connecting with fellow DU students so as to develop a sense of collegial belonging; and -Experiencing the healing gift of being listened too at the deepest levels of your heart. Finding Your Way course is structured around a retreat format consistent with Courage to Teach practices and principles that have guided the inner-work of young leaders, students, teachers, physicians, faith leaders and members of the helping professions for over 20 years. You and a group of 20-25 DU students are invited (not required), through small group conversation, reflective readings, personal time, journaling, and art to find your way toward wholeness. The retreat will provide participants with greater clarity on how to slow down and attend to one’s deep sense of selfhood with courage, fearlessness, and imagination.

**LDRS 2120 Mentorship: Theory to Practice (2 Credits)**

Whether being mentored, or mentoring another person, understanding how to make the most of the experience is important. This course will explore the theory and practice of mentoring. Students will explore mentoring philosophy, design, implementation and assessment, as well as the potential benefits and pitfalls of mentoring relationships. They will examine diversity and inclusion in mentoring and the impact of mentoring in different academic pursuits and professional capacities. Students will have the opportunity to hear from professionals who have utilized mentoring in their careers, research important elements of mentoring for their desired career paths, design their “ideal” mentoring experience from both the mentee and mentor experience, and learn how assessment can help evaluate the effectiveness of mentoring programs.

**LDRS 2130 Listening and Discernment (2 Credits)**

Leadership scholars and practitioners alike name listening as an essential practice of creating change and building sustainable and healthy relationships. The ability to hold a listening-first disposition aids a leader’s ability to engage with the volatile, uncertain, complex, and ambiguous (VUCA) modern world. Without listening and discernment practices, the distinction between one’s intention/impact, power over/power with, and tyranny/leadership is unknowable. In this course, students will learn about different models of effective, active, and embodied listening. True listening and discernment is an active practice, which can be grown and developed into a generative habit. By learning practices and approaches for listening and discernment as a means of enriching one’s capacity to create generative social change.

**LDRS 2310 Leadership in a Virtual World (4 Credits)**

Distributed organizations are commonplace in the high-tech world in which we now find ourselves living and working. Leading in private and public settings requires a developed set of skills to utilize the virtual environment to advance a shared goal. Technical skills and communication take on new importance for leading virtually. This course focuses on these new realities of today's work and community environments. Through readings of current research on virtual work and team leadership as well as online assignments to recognize, practice and develop needed skills, students gain a strong foundational understanding of what constitutes effectiveness in virtual work and community leadership.

**LDRS 2340 Gender and Leadership (4 Credits)**

This course explores the complex intersections of gender and the intricacies of enacting leadership. Students will consider gender as a socially constructed concept and discuss the historical inequities in which this construct has developed and how this has influenced their understanding and enactment of leadership. This course considers the experiences of trans\*, genderqueer, ciswomen, and cismen leaders, as well as concepts of gender expression and the intersectionality of identities as influencers on leadership access and practice. To address these perspectives, the course reviews research from a variety of disciplines, including education, social psychology, sociology, economics, and management and organizational science.

**LDRS 2360 Leadership in Film (2 Credits)**

This course initiates a thoughtful consideration about the nature of leadership by ways of film analysis of narrative-based films. A focus on discernment regarding the personal, organizational, systemic, and global levels of leadership lends this courses use of narrative analysis and semiotic film analysis. However, students are encouraged to use whatever analysis styles they resonate with the most to delve into the elusive and complex emergence of leadership of the film and the making of the film. Through seeking understanding in dialogue with fellow learners, students are encouraged toward greater discernment of the person, the collective, and the context with regard to the dynamic systems involved in leadership. Film provides unique insights to investigate character and motive, as well as culture, allowing us to access meaning and significance through theoretical, analytic and dialogic inquiry. The course helps form in students the ability not only to be leaders, but in the words of Robert Frost, "awakeners." Through the time spent viewing films and entering into discourse, we will become more sophisticated observers and practitioners of leadership as we seek to understand the essence of leaders through artistic representation.

**LDRS 2370 Leading with Development in Mind (4 Credits)**

Leadership is an emergent phenomenon predicated on relationships and power. It is imperative for leaders and leadership scholars to understand social construction to be sensitive to, recognize, and hopefully utilize generative power dynamics that influence individuals, collectives, and systems. Robert Kegan's constructive development model aptly outlines the social constructivist epistemology and has been found to coach and develop more effective leaders and organizations for volatile, uncertain, complex, and ambiguous (VUCA) situations. The course itself is a deep dive into different methods using social constructivist epistemology and a constant evaluation, or reevaluation, or how different paradigms influence our social behaviors. While the structure appears to separate theory with practice, the deep connections between the two realize the applied praxis of a leadership philosophy. Beginning with an overview of the theory and epistemology of Robert Kegan's cognitive development theory and social construction. The second half of the course will focus on integration of the theory into personal practice.

**LDRS 2400 Leadership and Sustainability in Belize (4 Credits)**

Every day, decisions are made by leaders in business, government, and non-profit settings that impact sustainability in its many forms. This course explores multiple meanings and interpretations of sustainability. The course location of Belize provides a perfect learning laboratory to examine how one country is attempting to balance the sometimes competing demands of economic, cultural, and environmental sustainability. Course activities include staying at a low-environmental impact conference center in the rainforest, visiting a model environmentally sustainable island community, hearing guest lectures from various country experts, and exploring Mayan ruins. Through these activities students examine the role that leadership plays in contributing to small and large scale sustainability efforts. Students must apply and receive instructor permission to register for this course.

**LDRS 2420 Leadership in the Movement for Irish Independence (4 Credits)**

Much can be learned from the journey toward Irish Independence. Through an intensive study of this movement, students will explore Irish history and culture with specific focus on the role leaders played in gaining independence. Students will visit historical sites in Dublin, Limerick, and Cork and learn about leaders and their legacies from multiple national experts. From these experiences, students will reflect upon and draw connections between historical rebellion movements and those of today. Priority for this course is given to leadership studies minors.

**LDRS 2430 Leadership, Peace, and Conflict in Northern Ireland (4 Credits)**

Much can be learned from the journey toward peace amidst the conflict in the Republic of Ireland and the United Kingdom of Great Britain and Northern Ireland. Through an intensive study of historical events and their resulting sociopolitical outcomes today, students will gain a deep understanding of the role of leadership, peace, and conflict studies in Irish history. Students will visit multiple sites, explore Irish historical resources, and learn about leaders and their legacies from multiple national experts. From these experiences, students will reflect upon and draw connections between historical movements and those of today. Ireland provides the ideal context for deep study of understanding leadership through conflict and efforts for peace. The history of Ireland is a history of seeking independence, and many would say that complete independence was never truly achieved. Indeed, when the Irish Free State was declared in 1921, only 4/5 of Ireland became independent, with six remaining counties becoming a part of the United Kingdom as Northern Ireland. A significant contingent of Irish Republicans disagreed with many provisions of the Anglo-Irish Treaty and started a Civil War lasting almost a year. Struggles for Irish independence continued in many ways, most specifically with "The Troubles", through most of the 20th Century until the Good Friday Agreement in 1998. Today, Ireland maintains an open border with Northern Ireland and although peace in Northern Ireland is present, it remains tenuous with wounds that are still raw, and divisions that exist between Catholics and Protestants to this day. This course will focus on the period of the Troubles and examine how conflicts from the past inform current contexts for the leadership needs of our time.

**LDRS 2440 Natures Lessons for Leadership (4 Credits)**

What can we as human beings learn from nature? How do we lead in a way that is responsible to our vision and can echo out to our communities? Students will explore these questions together at the Kennedy Mountain Campus through an intensive hands-on approach. Grounded in theoretical perspectives such as nature's principles for living, process leadership, and relational cultural theory, students will deepen their leadership practice through interactive exercises related to mindfulness, presence, and embodiment. Various activities, like art creation, using senses to connect with nature, and strengthening empathy through listening, students will explore the interconnection of humanity while deepening awareness to self and others.

**LDRS 2701 Topics in Leadership (2,4 Credits)**

This course introduces students to major topics in Leadership Studies that expand the parameters of the Leadership Studies program. Topics vary reflecting the interests and expertise of the faculty. The course is repeatable. Prerequisites: WRIT 1122 and WRIT 1133. Course open to Colorado Women's College students only.

**LDRS 2911 The Job & Internship Search: Taking the Lead in Your Career Development (2 Credits)**

This course is designed to give students the unique resources, skills, confidence and tools necessary to be successful in the job and internship search and develop a mindset for strong workplace excellence and leadership. The search process involves much more than simply submitting a resume in the current economy. Through in-class activities and assignments, students will understand workplace complexities, deepen self-knowledge around their abilities, strengths, and interests; and, integrate this information to develop a strong career action plan to successfully navigate their professional development. The course will include content delivered by Career & Professional Development professionals, employers, and alumni.

**LDRS 2912 Careers and Leadership Development (2 Credits)**

This course is designed to facilitate student's career and professional development through self-reflection, industry knowledge, and building professional connections. Students will develop deep knowledge around their strengths and personal characteristics relevant to the world of work and how to leverage those unique abilities to successfully navigate future internship and work experiences, along with communicating their story and value add when connecting with employers. Through targeted exercises and experiential learning, including readings and assignments, students will learn how to increase their emotional intelligence, self-esteem, and confidence, which is vital to workplace and leadership success. Additionally, students will hear from local leaders and DU alumni to provide further training and insight on topics that promote effective decision-making and planning for lifelong career progression and development.

**LDRS 2920 More than a Form: Adventures in Fellowships (2 Credits)**

This course is designed to empower students to develop their personal narratives and to pursue "good-fit" fellowship competitions that create pathways to impact. Students will explore external fellowships, parse funding organizations' criteria and priorities, and work through applications to tell a coherent narrative with attention to common application components such as personal statements; letters of recommendation; and reflections on leadership, service, and impact. Class sessions and assignments will guide students through reflection about interests and goals, telling the story of their experiences, and identifying and preparing for competitive fellowships that will help them drive change on the issues that matter to them. Students will gain a foundation for expanded knowledge and growth in line with the 4D Experience as well as practical tools and strategies for crafting competitive applications for external opportunities.

**LDRS 3000 Capstone: Leadership Ethics (4 Credits)**

This course completes the leadership studies minor as an undergraduate at DU. It is designed to help students think in a structured, reflective way about the philosophical and behavioral ethics as relates to inclusive leadership. Students will gain a greater understanding of their own and others' ethical perspectives and develop stronger ethical decision making skills to navigate ambiguous situations and conflicting interests associated with future roles in society. A final leadership statement and code of ethics paper will allow students to summarize their learning, values and hopes for future leadership development and impact. Prerequisites: LDRS 2017, LDRS 2018, LDRS 2019, LDRS 2040, LDRS 2050, and LDRS 2060.

**LDRS 3500 Ethics in Leadership (4 Credits)**

To fully understand effective leaders, one must also appreciate and apply ethical perspectives and principles to leadership action. All forms of leadership communication involve ethical issues. This course is designed to increase students' understanding of the scope of ethical issues embedded in leadership activities, and to provide the opportunity to identify and discuss current ethical issues and challenges in our local to global world. Research on and application of ethical leadership are discussed in a course environment that encourages and supports the expression of diverse ideas, opinions, and beliefs. The overarching goal of the course is to learn how to ethically navigate ambiguous situations and conflicting interests in one's role as a leader. Prerequisites: LDRS 2517, LDRS 2518 and LDRS 2540 or LDRS 2541. Course open to Colorado Women's College students only.

**LDRS 3650 Co-Learning as Co-Leading: Critical Reflection on Development Praxis in South Africa (4 Credits)**

Co-Learning as Co-Leading: Critical Reflection on Development Praxis in South Africa is a virtual summer module offered over a period of four weeks. It is a 4-credit elective focused on Development, Leadership, and Gender in faith-based organizations in Southern Africa. The class is a collaboration between the University of Denver leadership studies department and the University of KwaZulu-Natal department of theology in Durban, South Africa. The course offers a space for reflection and deliberation to activists, community organizers, and students in leadership, theology, and community/non-profit development. It is designed as a productive learning space for students, researchers, and activists committed to harnessing feminist, queer, race-critical, and indigenous approaches to development in Southern Africa in general, and in faith-based NGOs in particular. The course uses a collaborative and decolonial learning approach that draws on the knowledge and methods of all the participants. The course will offer a mix of classroom learning, facilitation, community-based service-learning and application, and praxis reflection in collaboration with the Alan Paton Struggle Archives at UKZN. The course comprises of two sets of participants: (1) student-participant who will be doing the course as part of a university/college degree, and (2) activists-participants who will do the course as a way to reflect on their development praxis as it relates to the organization or social movement they are attached to. Course participants will be collaborators and co-teachers/learners within the learning environment.

**LDRS 3980 Internship (1-6 Credits)**

The PLP Internship program provides individualized opportunities to gain valuable professional experience and build leadership skills. This hands-on program complements a student's academic major or a specified interest area that supports the student's leadership development through careful placement in community based learning. All three sectors of government, not-for-profit and private enterprise are available for internship learning opportunities.

**LDRS 3991 Independent Study (1-5 Credits)****LDRS 3995 Independent Research (1-4 Credits)**

## Leadership and Organization Studies (LOS)

**LOS 1000 Frontline Manager Leadership Essentials (5 Credits)**

The course delivers foundational leadership and management skills necessary to succeed in a first management position and incorporates extensive one-on-one learner coaching. The core concepts for this course include the following: Understanding oneself as a leader, including styles of leadership; strengthening relationships by understanding others, including diversity, equity, and inclusion; professional communication skills (oral, written, listening); delivering and receiving feedback and coaching employees; transitioning from a peer to a leader/manager role, developing a robust and inclusive team culture; building and motivating a high-performance team; and hiring, onboarding, and individual performance management. Practical experience and application of content form the student experience. Students leave with a professional leadership development plan for implementation in their front-line manager roles.

**LOS 1010 Essential Skills: Goal Setting, Time Management & Communication (0 Credits)**

This course delivers essential and practical skills in goal setting and motivation, time management, and communication. Core concepts include professional communication skills (non-verbal, verbal, written, and listening), motivators to inform short and long-term goal setting and achievement, and time management techniques to better utilize time, prioritize tasks, and adapt to unexpected circumstances. Learners can customize their learning journey through three different skill development levels. The course utilizes a work-based learning design that allows learners to integrate skill development with critical reflection for professional and personal growth.

**LOS 2025 Leadership Development in Action (4 Credits)**

Developing effective and successful leadership competencies is a lifelong endeavor that begins with the self and evolves throughout our career journey. In this course, inclusive leaders will be examined, including core leadership competencies and practices that may vary due to the organizational culture and structure. Students will identify core behaviors and practices along with effective communication skills and problem-solving tools to effectively move an organization forward. Students will assess their own leadership competencies and areas for growth to construct a personal leadership development plan.

**LOS 2050 Organizational Behavior (4 Credits)**

Organizations serve as the fundamental building blocks of society. Most people spend hours of time weekly working in organizations. This course focuses on organizational structure and design by uncovering the dynamics of individual, work group/team and corporate behavior. Through reading, case studies and interaction, students learn about decision-making, problem-solving, patterns of interaction and facilitation of change.

**LOS 2100 Leadership (4 Credits)**

What is leadership and how do leaders lead? Can leadership be learned? What skills do 21st-century leaders need? This course provides an opportunity to examine leadership theories, to develop a personal understanding of leadership, and to explore the relations of leaders and followers. The essential skills of effective leaders are explored, such as elaborating a vision, facilitating communication, working with diversity in organizations, shaping an ethical climate, and facilitating change. Students will be encouraged to examine systematically their own leadership potential as they reflect on historical and contemporary examples of effective business and political leaders as well as leaders of causes and social movements.

**LOS 3050 Financial Management (4 Credits)**

All organizations, businesses, governments, and not-for-profits must deal with financial matters. This course provides opportunities to learn how to read and use financial data in order to develop systems for budget creation and control, profit forecasting, and long-range development. Basic principles of accounting, cost analysis and control, revenue and expense forecasting, return on investment, and capital reinvestment are studied and applied to examples. The leader's roles in financial management are examined, including technical, conceptual, and value considerations.

**LOS 3100 Leading with an Entrepreneurial Mindset (4 Credits)**

Many people dream of being their own boss or starting their own business. This course explores the challenges of entrepreneurship, both starting a new business and bringing the entrepreneurial mindset to a large organization. Students examine the basic processes underlying entrepreneurship, including idea generation, prospect assessment, cost analysis, creating buy-in, and launching the product or service. Examples of successful and unsuccessful entrepreneurs will be examined to identify common patterns. Students will study and discuss entrepreneurship as a set of skills, values, and attitudes, and are invited to consider how they can apply entrepreneurship as a life skill.

**LOS 3150 Leading Groups and Teams (4 Credits)**

All teams are groups, but not all groups truly function as teams. Successful organizational leaders recognize the differences and are adept at strategically creating diverse groups and teams to accomplish organizational goals. This course offers applied leadership strategies addressing the various types of teams, principles of team behavior, strategies for avoiding team dysfunction, effective team leadership, and leveraging interpersonal strategies and organizational resources to ensure collaboration, synergy, and effectiveness.



**LOS 3200 Cross-Cultural Leadership (4 Credits)**

This course examines the leadership dynamics of culture, including but not limited to gender, socioeconomic status, race, religion, and social values at a global level. The purpose is to allow for the students to understand cultural competencies and give them the ability to manage in a diverse workforce in our twenty-first-century global society. Because most successful companies recognize the value of workplace diversity and its impact on organizational effectiveness, many invest considerable time and resources into the development of cross-cultural leadership. This course explores the dynamic subject of cross-cultural leadership from multiple perspectives, using both domestic and international lenses for inquiry. It examines the related concepts of organizational communication, culture and cultural awareness, conflict resolution, and inclusive business systems. Students will learn about leadership prospects and examine how cooperation among different cultural backgrounds lead to the achievement of common goals. Students will explore best practice models that address cultural differences in the professional and personal space. Additionally, they will learn how to adapt, communicate, and think critically in professional and personal settings.

**LOS 3250 Learning in Organizations (4 Credits)**

Accelerating change in society and in organizations challenges individuals and the organization as a whole to engage in a process of continuous learning. In this course, basic concepts of individual and organizational learning are explored both in terms of their intrinsic value to individuals and as the source of competitive advantage to the organization. How is learning conceived of and structured throughout organizations? How is the return on investment in learning evaluated? This course provides an overview of what organizations do for the training and development of employees, how they structure knowledge sharing, and how they institutionalize within the organization the knowledge of its members through effective knowledge management practices.

**LOS 3300 Project Management (4 Credits)**

Work in organizations, or in the collaboration among organizations is often structured as projects. Almost any individual in an organization can be called upon to participate in or lead a project. Projects have deliverables that must be met within an agreed-upon time frame and budget. In this course, students learn the basic concepts and processes of project management including how to establish standards of performance, allot time, calculate costs, develop work-break-down structures, and delineate critical pathways. Students also learn about software tools available to plan and track successful projects to completion. Work in organizations, or in the collaboration among organizations, is often structured as projects. Almost any individual in an organization can be called upon to participate in or lead a project. Projects have "deliverables" that must be met within an agreed-upon time frame and budget. In this course, students learn the basic concepts and processes of project management: how to establish standards of performance, allot time, calculate costs, develop work breakdown structures, delineate critical pathways, enlist people and resources, and motivate accomplishment.

**LOS 3325 Applied Project Management II (4 Credits)**

This applied project management course is a continuation of concepts learned in LOS 3300 Project Management and focuses on project management strategies and tactics, including understanding data, tracking, and software used to manage projects. A project will be managed from conceptualization to evaluation, and will employ hands-on use of project management tools to execute projects related to their major. Students focus on real-world examples, best practices, and have the opportunity to develop, deploy, and evaluate project management tools and technologies. Prerequisite: LOS 3300.

**LOS 3326 Applied Project Management II Lab (1 Credit)**

Taken in conjunction with LOS 3325 Applied Project Management, this course provides students with hands-on use of project management tools to execute projects related to their major. Students focus on real-world examples, best practices, and have the opportunity to develop, deploy, and evaluate project management tools and technologies. Prerequisite: LOS 3300.

## Living and Learning Centers (LLC)

**LLC 2001 IELLC: Mindsets and the Design Process (1,2 Credit)**

The innovation and entrepreneurship course is not exclusively about teaching students how to be innovative and/or entrepreneurial. This course is very "hands-on". We do not use prescribed textbooks or give lecture-based instruction. Instead, innovation and entrepreneurship are concepts that must be experienced and actively engaged in, in order to gain an understanding of what these concepts look like and mean. The fall quarter focuses on developing an entrepreneurial mindset and discovering theories of product development and design thinking. This happens through various activities including practicing the design thinking process, reflecting on how our own personalities affect how we work in interdisciplinary teams, participating in improv, playing games, engaging in creativity exercises, amongst many other activities. Restricted to Innovation & Entrepreneurship LLC students.

**LLC 2002 IELLC: Consumer Insights, Design and Business Issues (1,2 Credit)**

The course focuses on a variety of important themes including topics such as iterative design, validating consumer insights, designing minimum viable products, and starting to develop business models considering costs and income/expenses of operating a business. We will also be joined by a number of guest speakers from the local community. Restricted to Innovation & Entrepreneurship LLC students.

**LLC 2003 IELLC: Building Our Own Business or Non-Profit (0-2 Credits)**

Students will work in teams, collaborating with others to share skills, and problem solve a particular challenge that exists in the local community, either at the University of Denver or within the surrounding city, nationally, or a global problem. Using the design thinking and new product development framework, which is rooted in human-centered design methodology, and other skills from fall, winter and spring quarters, students are tasked with developing a real-world solution that adds value or makes a positive difference whether it be through a business or a non-profit organization. Restricted to Innovation & Entrepreneurship LLC students.



**LLC 2021 Justice, Equity, Diversity and Inclusion Ethics in Technology I (1-2 Credits)**

This course is the first in a 2-part series that introduces students to technology ethics using a Justice, Equity, Diversity & Inclusion (LEDI) lens. Students will explore issues and challenges by reading articles, watching videos, class and group discussions, and projects/presentations that illustrate the importance of considering who and how people are impacted by technology and who participates in creating technology. Consideration and practice of multiple perspectives on ethical decision making will center this LLC learning experience in the majors of engineering and computing.

**LLC 2022 Justice, Equity, Diversity and Inclusion Ethics in Technology II (1-2 Credits)**

This course continues to introduce students to technology ethics challenges using a Justice, Equity, Diversity & Inclusion (LEDI) lens. Students will explore issues through reading articles, watching videos, class and group discussions, and projects/presentations that illustrate the importance of considering who and how people are impacted by technology and who participates in creating technology. Prerequisite: LLC 2021.

## Management (MGMT)

**MGMT 1988 Study Abroad Resident Credit (0-18 Credits)****MGMT 2021 Managing Complex Organizations (4 Credits)**

The course will consider the dynamics of corporate governance, beginning with a brief history of management thought and its relevance to decision-making today. It will introduce strategic planning, problem solving and the criteria for competitive market choice. It will consider risk, ethics and CSR as components to decision making. It will introduce modern organizational design and culture (including global cultures) and their impact on effective governance. It will review the dynamics of agency theory, conflict, ADR and corporate politics on governance. Prerequisite: C- in MGMT 2100 and admission to Daniels.

**MGMT 2040 Managing Human Resources (4 Credits)**

This course focuses on the administration of human resources, including the processes of personnel management and personnel systems in complex organizations, both public and private. Techniques for recruiting and staffing; orienting, training and development; motivation, performance management, employee relations, compensation systems, and reward and retention systems; and safety and health issues will be addressed. Prerequisite: C- in MGMT 2100 and admission to Daniels.

**MGMT 2100 Leading High Performance Organizations (4 Credits)**

Have you ever wondered why some organizations thrive while competitors with the same technology and capital resources fail? Often the difference is the human factors: the many ways in which savvy organizations harness the commitment and creativity of their workers. In this course, you learn about the human factors that foster career success for you and high performance for your organization. Technical skills are important entry level requirements for leaders and managers. What sets the great ones apart is their ability to motivate and inspire colleagues and employees alike. In MGMT 2100 you learn the essentials of organizational behavior and acquire a toolkit of evidence-based people skills that complement the technical skills you gain in other DCB core courses. Prerequisite: BUS 1440.

**MGMT 2300 Leading for Collaboration (4 Credits)**

Leading for Collaboration is an advanced undergraduate course to prepare students for a working environment where they are required to collaborate with others to reach individual and organizational goals. Students learn about the fundamental design principles of high-performing teams and groups, as well as how and when it is best to use them. Students also learn how to sustain team performance through effective decision-making, group communication, conflict management, and reward and motivation systems. Students also cover current topics in teams such as virtual teams, self-managed teams, and team-based innovation. Students also learn about and improve their ability for formal and informal leadership in a group or team. Prerequisites: C- in MGMT 2100 and admission to Daniels.

**MGMT 2420 Global Management (4 Credits)**

Introduction to multinational corporations and management of international profit and non-profit organizations; how management theory and practice are impacted by particular cultural contexts; analysis of current issues related to international trade and investments, and problems and opportunities of multinational operations. Prerequisites: C- in MGMT 2100 and admission to Daniels.

**MGMT 2650 Introduction to Management Consulting (4 Credits)**

This course is designed to provide a broad overview of the management consulting profession, including its industry and competitive dynamics, major practice areas, approaches to implementation, management of consulting firms and the future of consulting. In addition, emphasis is given to the practice of consulting through the development of certain high impact skills in evaluation, proposal writing, data gathering and client presentations. The course is relevant to those who: 1) are specifically interested in consulting careers, 2) have job interests that involve staff positions in corporations, 3) want to become line managers who might one day use consultants, 4) wish to develop general consulting skills and familiarity with the consulting industry. The learning process in class will consist of lectures, cases, readings, exercises and guest speakers. This wide variety of learning methods is intended to convey both the necessary knowledge and practical skills necessary for building a sound foundation for becoming a professional consultant. It is essential that everyone comes well-prepared to class, as the learning process depends heavily upon participation. Prerequisite: MGMT 2100 and admission to Daniels.

**MGMT 2700 Topics in Management (1-4 Credits)**

Consideration and in-depth analysis of current issues in the field of management. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 2988 Study Abroad Resident Credit (0-18 Credits)****MGMT 3000 Business Policy and Strategy (4 Credits)**

Management 3000 focuses on the strategic management of an organization as a whole. This course will introduce students to key decisions that top executives have to make when developing and implementing strategies, methodologies for informing those decisions, and how to interpret information from those approaches to guide strategic decision-making. Overall, from the perspective of leading an organization, students will learn how strategic decisions impact upon a firm's performance and success. Enforced Prerequisites and Restrictions: Microsoft Excel, Word, & PowerPoint certifications; BUS 2099, MKTG 2800, LGST 2000, INFO 2020, ACTG 2300, FIN 2800, and BUS 3000.

**MGMT 3010 Developing a Business Plan (4 Credits)**

This is the culminating course for the business minor. It integrates the various functional areas (e.g., business law, management, accounting, marketing, and finance) with environmental scanning, competitive strategy, market feasibility, and innovation. Students study various business models through case studies, learning what leads to business success and failure. Students also learn about the business planning process, from start to finish, and develop an actual business plan for either a new, entrepreneurial venture or an established business. Prerequisites: BUS 1000, LGST 2000, ACTG 2010, FIN 2010, and MKTG 2800. For Business minors only.

**MGMT 3100 Business Ethics and Social Responsibility (4 Credits)**

This course introduces students to ethical concepts, theories and issues as they relate to business and managerial decision making, including the social responsibilities of business. Case studies, group projects and lecture format. Cross listed with LGST 3100. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3150 Creativity, Innovation, and Design Thinking (4 Credits)**

Creativity is the #2 most important and in demand soft skill in business right now, yet very few people know how to truly leverage it. Design thinking is becoming a critical component to business relevance and competitive advantage. The primary purpose of this course is to equip you with the knowledge, tools, and processes so you can leverage your creative superpowers to problem solve and create innovative solutions based on design thinking, personally and professionally. When you leave this course, you will have sharpened a new skillset that will differentiate you and increase your value to a company, or as an entrepreneur, in today's business landscape. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3200 Employee Relations (4 Credits)**

This course provides a practical and orderly perspective on how to create an effective employer/employee relationship. Students learn the components and factors that promote and destroy effective employee relations. We learn the evolution of the labor movement in the United States and its influence on the business workplace. We learn techniques that can be used in fostering effective employee relations and learn about the challenges that face management. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3220 Leading a Not-For-Profit Organization (4 Credits)**

To educate students on management strategies to enable them to successfully lead and fund a not-for-profit (NFP) organization. Prerequisites: C- in MGMT 2100 and admission to Daniels.

**MGMT 3270 Negotiation and Dispute Resolution (4 Credits)**

The ability to negotiate effectively is critical for success in business and in everyday life. This class provides a comprehensive introduction to negotiation theory, strategies and styles within an employment context, with an emphasis on principled negotiation. Students will actively learn about negotiating by participating in a series of in-class exercises and outside readings. The exercises range from simple two-party negotiations to complex multiparty negotiations, including cross cultural negotiation and third party interventions. Prerequisites: C- in MGMT 2100 and admission to Daniels.

**MGMT 3280 Business Plan (4 Credits)**

For both startups and established companies, innovation is a critical capability, driving customer satisfaction, competitive advantage, and growth. This course provides rich, comparative exposure to alignment tools to research a customer opportunity. The course uses a combination of interactive class discussion, real-world case analysis and a team project to explore a critical thinking approach to innovation and product development, incorporating both quantitative and qualitative perspectives. As capstone this integrative course leverages accumulated coursework in application to create, design, evaluate, and analyze strategic opportunities. Also, presentations and idea challenges center on defining target customers, understanding customer needs, generating and evaluating concepts, forecasting demand, designing products and services, and confirming your hypothesis.

**MGMT 3300 Introduction to Project Management for Leaders (4 Credits)**

Project Management is a discipline which supports innovation by examining how to facilitate one time events such a constructing a building, installing a software system, taking a product to market, reengineering a marketing process, or merging an acquired company. In this course, we examine the science, practice the art, and discuss the folklore of project management to enable students to contribute to and manage projects as well as to judge when to apply this discipline.

**MGMT 3400 Leading in the Digital Age (4 Credits)**

Even before the computer Hal took over the spaceship in the film 2001: A Space Odyssey (released in 1968), we have been aware that robots and other advanced technologies would be part of our future. It is now fifty years later, and they are here! Robots (and many other technologies such as artificial intelligence) are joining the workforce. Is this a good thing? Or a bad thing? Clearly, the advent of robots will impact all aspects of work and organizations as we now know them. This course will be taught in seminar style with robust discussion, virtual field trips, and guest speakers. Topics will include: How does society benefit from the widespread adoption of advanced technologies? What jobs will be eliminated? What's left for humans? What will leadership look like in this new world? Prerequisite: MGMT 2011.

**MGMT 3500 Growth Strategies: How to Grow the Organization (4 Credits)**

This course will introduce students to the decisions on selecting among alternatives for growing organizations, including internal development, licensing and alliances, mergers and acquisitions, and how the resulting business combinations can be governed most effectively to create value for the organization. Students will learn about the relative strengths and weaknesses of the major growth modes, when to use each, how to avoid traps and errors, how managers combine the alternatives as part of a larger growth campaign and how joint value can be shared to maximize partner contributions. Overall, students will learn that how leaders select, implement and manage growth alternatives can influence the trajectory of the firm and its success. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3560 Resilient Leadership (4 Credits)**

Now more than ever, organizations need people who can thrive in uncertain and ambiguous environments, can embrace change and can inspire others with their resiliency and sense of purpose. In this course you will integrate your learnings from your management courses and prepare to be a resilient and purposeful leader in your future career. We will use a variety of activities and assignments to explore change, resilience and purpose and what they mean for you and your future colleagues and organizations. Main topics include: 1) skills and resources for individual resilience; 2) building collective resilience in groups, organizations and communities; 3) crisis management; and 4) managing and leading change.

**MGMT 3700 Topics in Management (1-8 Credits)**

Exploration of various topics and issues related to management. Prerequisites: Minimum grade C- in MGMT 2100 and admission to Daniels.

**MGMT 3708 Topics in Management (4 Credits)**

Exploration of various topics and issues related to management. Course open to Colorado Women's College students only.

**MGMT 3710 Business Process Management (4 Credits)**

Change is one of the foremost, if not the most important business topic today. To address these rapidly changing critical organizational, management, and technology issues, Business Process Management, Modeling and Analysis has become the preeminent innovative business performance technique over the past five years. This course helps all individuals to understand better Business Process Management, Modeling and Analysis by gaining insights into business process management concepts and principles, the use of process change enablers, a structured business process management methodology, business process management tools and techniques, change management and why organizations fail or succeed in implementing Business Process Management, Modeling and Analysis, highlighting five critical success factors. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3720 Knowledge Management (4 Credits)**

To become more innovative, responsive to customers and suppliers and adaptable to change, leading organizations are learning how to learn from high numbers of knowledgeable people. This course helps all individuals to understand Knowledge Management by gaining insights into knowledge managements concepts and principles, the use of knowledge management enablers, a structured methodology and framework for knowledge management, tools and techniques for knowledge management, effective change management programs for implementing knowledge management, and why organizations fail or succeed in implementing knowledge management, highlighting five critical success factors. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3730 Nongovernmental Organizations and Business (4 Credits)**

Nongovernmental Organizations (NGOs), with increasing credibility and authority, have a measurable impact on the intersection of business, government and society. NGOs are defined broadly as nonstate, nonfirm actors. NGOs may include environmental and consumer groups, business associations, labor unions, human rights organizations, church and religious groups, academic institutions, think tanks, trade and industry associations, and grassroots not-for-profit organizations. NGOs have emerged as important stakeholders in discussions over the terms and conditions under which business, government, multilateral institutions and local communities manage the process of globalization, one of the most complex issues facing public policy makers, corporate executives, and broader society. These NGOs conduct business by undertaking research, organizing boycotts, and often publicizing the shortcomings of multinational corporations in terms of social, ethical, and environmental responsibility. Yet these impressions are only the most public, and often the most negative images of NGO activism. This course examines the intersections of NGOs, MNEs and respective business practices with a goal of developing informed perspectives. Prerequisites: MGMT 2100 and admission to Daniels.

**MGMT 3980 Internship in Management (1-6 Credits)**

Practical experience (field study); requires written report. Prerequisites: MGMT 2100 and instructor's permission.

**MGMT 3988 Study Abroad Resident Credit (0-18 Credits)****MGMT 3991 Independent Study (1-10 Credits)**

Independent research/study; requires written report. Prerequisites: MGMT 2100 and instructor's permission.

# Marketing (MKTG)

## **MKTG 1988 Study Abroad Resident Credit (0-18 Credits)**

### **MKTG 2800 Introduction to Marketing (4 Credits)**

Marketing is, at its core, the interface a company has with its customers, and what could be more important in business? This introductory course is a must for any business professional, and anyone seeking to be a savvy consumer or to learn about promoting oneself. It is a challenging, hands-on course with an integrated approach to learning the basic fundamentals of the subject. It develops a student's ability to make sound marketing decisions using real information from the external environment to determine market feasibility for a product or service. The course has a segmented approach, allowing students to practice application of important concepts in the classroom and engage in teamwork. The segments build upon one another to allow students to create a complete and logically reasoned marketing plan or to participate in a marketing simulation. In teams, students prepare a written report and deliver an oral presentation about their marketing plan, or submit decisions for the marketing simulation. Restriction: Students cannot take this course as a first-year student. Prerequisites: (MGMT 2100 and INFO 1020) or Marketing Minor Non-Business 1. Students must earn a minimum grade of C- in MKTG 2800 in order to progress further in MKTG major/minor courses.

### **MKTG 2910 Consumer Behavior (4 Credits)**

Understanding customers is an essential role for a marketer and this course provides important context for strategic and tactical decision making. This course gives students a fascinating look at why consumers buy what they do, where there is often more to it than meets the eye. CB uses frameworks from psychology, sociology, and other disciplines to describe how consumers learn and how they arrive at purchase decisions. The course also delves deeper into consumer demographic and psychographic characteristics. Concepts are integrated and applied as students consider how they have impacted or could affect their own lives, personally or as marketers. Prerequisite: C- in MKTG 2800.

### **MKTG 2920 Business-to-Business Marketing (4 Credits)**

What is a Market? It is a problem-solving mechanism to meet the needs of individuals and organizations. Organizations are customers too, and the B2B market is the largest of all the markets, far surpassing the consumer market in dollar value. End consumers may need to be aware of what happens behind the scenes. Still, a lot of business activity must be undertaken, with the business-to-business sector being the largest employer for most companies. Today's fast-paced markets require professionals who are problem-solving across organizations and end consumers. This course teaches students how to succeed in markets through problem-solving and interpersonal relationships. PREREQ: MKTG2800.

### **MKTG 2930 Methods of Marketing Research (4 Credits)**

In today's dynamic business environment organizations must do more than have a great product or service. Businesses must now invest in discovering what the needs of their customers are and anticipate what their customers' future wants will be to remain competitive. This course instructs students in the customer "discovery process" by teaching them the methods of collecting and analyzing qualitative and quantitative data, learning appropriate research concepts, and presenting marketing research results to internal and external customers. In this course, students will gain hands-on market research experience specifically by designing surveys, conducting customer interviews, and performing various analyses on the data they collected to support their research recommendations. Prerequisites: MKTG 2800 and INFO 1020.

## **MKTG 2988 Study Abroad Resident Credit (0-18 Credits)**

### **MKTG 3110 The Power of Professional Selling (4 Credits)**

Do you want to have multiple job offers when you graduate? Studies suggest that students who embrace sales as a professional career are in greater demand than any other type of job. This course explores sales as an integral part of your personal and professional development. Students will learn the importance of moving others through non-sales selling as well as how to create value for customers. The coursework includes opportunities to put theory into action through a series of team and individual selling activities and challenges. Ultimately, this course will help students develop skills that make them more capable advocates and influencers in their lives and careers. PREREQ: MKTG 2800.

### **MKTG 3130 Selling in a Digital World (4 Credits)**

Selling is no longer about knocking on doors and cold-calling strangers. Business has been disrupted by the integration of digital processes and communication. As power continues to shift to customers, sales professionals must be equipped to build relationships and create value in a digital world. In this course, students will learn how to leverage the power of digital selling in the way salespeople manage interactions with customers, solve problems, and measure their impact. Through lecture, activities, and weekly interactions with sales professionals, students will build on their foundation of sales concepts to learn how to create value for their future stakeholders. Prerequisites: MKTG 2800.

### **MKTG 3140 Sales Management and Leadership (4 Credits)**

Salespeople are the primary channel of communication between enterprise and customers and therefore, managing them is of paramount importance to sales organizations. Studies suggest that students who undertake sales curriculum are more likely to land a sales job upon graduation and have a higher success rate in their first position. This course uses lectures, case studies, and role-plays to cover critical topics in salesforce management and sales leadership including recruiting, training, deployment, compensation, and evaluation.

**MKTG 3220 Customer Experience Management (4 Credits)**

Customer Experience (CX) is a customer's brand perception throughout all aspects of the buying journey. As companies integrate with digital platforms, customers are now demanding to connect with brands before purchasing and beyond the features and benefits of a product or service. Marketers are utilizing customer insights, digital preferences, Open AI, and analytics to execute and deliver an outstanding end-to-end customer experience and build brand loyalty. This is a client-project-based course that explores the 5-component framework of customer experience (CX) strategy and includes digital user experience (UX), brand experience (BX), and stakeholder experience (SX) to understand how marketing efforts can drive brand loyalty. Through industry-relevant concepts such as customer journey mapping, CX ecosystem, ESG standards, voice of the customer (VoC), and other stakeholders' experiences, students will gain a tactical understanding and execution of customer experience management plans. This is an eight-week course and includes two-day experiential learning opportunity at our Kennedy Mountain Campus (KMC). There will be a course fee for use of KMC, which is \$75.00 per student. Student must attend the weekend retreat.

**MKTG 3380 Supply Chain Management (4 Credits)**

Take a look around you to see everything that was designed, planned, procured, manufactured, and fulfilled through a complex and dynamic arrangement of supply chains. As a consumer, you do not need to understand how it happens, but the success of these systems impacts our lives, for better or worse. This course addresses the challenges and illustrates the tools required to build, maintain, and expand global supply chains. The course discusses the "six pillars" of the supply chain that commences through the design and ideation process and ends with a discussion on sustainability. Students will learn structured problem-solving to understand and run these global operations. Prerequisite: MKTG 2800.

**MKTG 3400 Introduction to Advertising (4 Credits)**

Tap into your creativity and get some practical experience with this popular and omnipresent form of promotion. This course introduces students to the field of advertising and gives them the opportunity to experiment with strategic and creative ideas in developing a persuasive campaign. Students will learn practical ideas for identifying and understanding target markets, developing design concepts with strong copy, and related considerations for many forms of media and integrations of them. They will work together on a team project and presentation to practice these concepts. Prerequisite: MKTG 2800.

**MKTG 3435 SXSWi: Marketing, Technology & Innovation (4 Credits)**

This class is focused on documenting/sharing lessons learned from the SXSWi conference in Austin Texas, the premier innovation conference in the US. The course is divided into two distinct halves. First, we will research the SXSWi sessions around subject matter and speaker background as well as planning the final deliverable that summarizes the entire SXSWi event. The second half includes participation in the conference to learn the most up-to-date digital marketing techniques in social, mobile, data and usability. Prerequisite: MKTG 2800.

**MKTG 3450 Advertising Media Strategy (4 Credits)**

This is not your grandparents' media landscape, or even your parents' for that matter! And it is no simple task to reach today's consumer with advertising. The world of media is ever changing; with the digital revolution, media planners and buyers face more challenges than ever. In this course, students learn the process of advertising media planning and the role it plays in campaign development. The course provides students an opportunity to create a media plan and creative materials and present them to a "real world" client. Recent clients for student projects have included General Motors (Cadillac) and Altitude Sports. Prerequisite: MKTG 2800 & MKTG 3400.

**MKTG 3460 Advertising Creative Strategy (4 Credits)**

This course provides an opportunity to go even further with advertising concepts and strategy. Students learn what it takes to collaborate with a team in creating brand-building, power ideas, focusing on a campaign assignment for a real product. Students work from strategy brief through to execution. The course includes evaluation of one's own work and that of others, application of theories about the presentation of information and images, and strengthening of presentation skills. Creativity is emphasized in all tasks, from ad design through media selection to presentations. Prerequisite: MKTG 2800.

**MKTG 3465 Data Science for Marketers (4 Credits)**

Data is an essential part of (digital) marketing. In fact, data enables the promise of digital marketing: real-time feedback enabling businesses, marketing campaigns to pivot and become predictive. We'll cover what it takes to become a data-driven organization and how to tell stories through data.

**MKTG 3475 Mobile Marketing (4 Credits)**

Smartphones are the device for today's consumer. Mobile usage easily eclipses all other digital venues, and you will be learning how to harness this ever-evolving field. Knowledge of mobile search, mobile applications, mobile advertising, and location-based services are essential for today's business leaders. This course covers how mobile marketing is defining business today, including strategy, tracking ROI, advertising, mobile websites, mobile apps, text messaging, QR codes, and the laws and ethics of mobile marketing. Students will use the design thinking process to design a mobile app and create a prototype of the app to solve their target market's problem. At the end of the course, students will deliver a prototype of the mobile app and a mobile marketing plan to promote their mobile tactics. PREREQ: MKTG 2800.

**MKTG 3480 Foundations of Digital Marketing (4 Credits)**

According to LinkedIn, the "Digital Marketing Specialist" role is among the top 10 most in-demand jobs in the USA. Knowing how to utilize digital marketing tools as part of a business strategy is critical in today's marketplace. This course provides the knowledge and skills necessary to plan and implement a digital marketing strategy, create and manage digital marketing campaigns, and select and utilize the most effective tools and technologies to achieve the business's objectives. This is a hands-on course where students will learn how to successfully integrate online tools, including user experience (UX), search engine optimization, pay-per-click advertising, email marketing, content marketing, reputation management, social media, and AI (e.g., ChatGPT.com / WriteSonic.com), within the overall marketing mix. Through simulations, certifications, and in-class assignments, students will acquire the fundamental digital experience that is a "must-have" for a marketing career in today's workplace.



**MKTG 3485 Search Engine Marketing: Google Analytics & Google Ads (4 Credits)**

Search marketing is the cornerstone of many digital marketing campaigns. An understanding of consumers' search behavior provides deep insight into how people make purchasing decisions and form brand affinities. This course examines the strategic use of search engine optimization in marketing to build profitable customer relationships. Topics in the course will include consumer search behavior, search engines and algorithms, website user-experience, on- and off-page SEO, and strategies for conducting SEO campaigns for traditional and niche search engines. The course is designed to teach the fundamentals of SEO through experience with Google Ads and Google Analytics. By the end of this course, students obtain relevant and applicable certifications in search engine marketing. PREREQ: MKTG 2800.

**MKTG 3490 Social Media Marketing (4 Credits)**

Social Media Marketing is used by marketers to increase brand awareness, identify key audiences, generate leads, and build meaningful relationships with customers. Social media allows businesses to gain a competitive advantage through the creation and distribution of valuable, relevant, and consistent content to attract and retain clearly defined audiences. Marketing professionals entering the workforce today need to be equipped with how to utilize new and constantly updated social media marketing strategies for businesses. By the end of the course, students will know how to implement a successful content strategy for multiple platforms including but not limited to Facebook, Instagram, Twitter, Snapchat, Pinterest, LinkedIn, and YouTube. We will be working with real-world clients and scenarios to help them drive marketing ROI! PREREQ: MKTG 2800.

**MKTG 3495 Tech in Marketing: Design Tools and Digital Foundations (4 Credits)**

"Software is eating the world." That was the quote from Marc Andreessen way back in 2011. His point was now that software had disrupted the tech industry, it was now evolving into every other industry. Agriculture. Mass transit. Construction. Everything. This prediction has become true with companies like Google and Uber. We're at a point where coding/technology are now a matter of literacy. We are going to work together as a class to make you more literate. We are going to learn how to utilize digital design tools such as Adobe Photoshop and Illustrator to create brand imagery. We'll then move on to learn HTML/CSS and APIs: the building blocks of the Internet. We'll also spend some time prototyping software such as Axure and tap into memes and Gifs. This will be a tactical, hands-on, and fun class. Cross-listed with MKTG 4845. Prerequisite: MKTG 2800.

**MKTG 3630 International Marketing (4 Credits)**

The shrinking planet and constant pressure to maintain a firm's growth mean that global marketing continues to grow in importance. This course introduces the various economic, social, cultural, political, and legal dimensions of international marketing from conceptual, methodological and application perspectives, and emphasizes how these international environmental factors should affect, and can be integrated into, marketing programs and strategies. This course provides students with methods for analyzing world markets and their respective consumers and environments, and to equip students with the skills in developing and implementing marketing strategies and decision making in international context. It is designed based on a combination of lectures and discussions of relevant concepts, case analyses of real global marketing issues, videos and readings from the business press, country snapshots, and a group research project in which student teams launch a discrete product in a foreign country of their choice. Prerequisite: MKTG 2800.

**MKTG 3635 International Consumer Behavior (4 Credits)**

The focus of this course is to introduce the complex role that consumer behavior and consumption plays within an international context. Knowledge of customers is one of the cornerstones for developing sound business strategies, and there is a need to better understand the diverse aspects of consumer behavior that marketers must cater to in the global marketplace. As the study of consumer behavior draws upon marketing, psychology, economics, anthropology, and other disciplines, the added complexity of understanding it beyond ones' home market results in additional challenges and opportunities. Consumer behavior attempts to understand the consumption activities of individuals as opposed to markets, and as this course will demonstrate, consumption activities are not universal. The course will focus on both consumer behavior theory, as well as the integration of regional, global, and cultural variables that marketers must account for in developing marketing programs in strategies. Topics such as global consumer culture, values and consumption, international consumer attributes, international social and mental processes, will be used to help comprehend and explain the convergence and divergence of consumer behavior in the global marketplace. The goal of this course is to provide a more concrete understanding of how marketers account for similarities and differences in the development and implementation of marketing practices, in the field of advertising, product and service development and usage, retailing, and communications. Cross-listed with MKTG 4635.

**MKTG 3640 Services Marketing (4 Credits)**

Because of the prevalence of services in the modern economy, exposure to practical ideas for business improvement makes this a valuable course for nearly any student. The unique challenges of selling the "invisible" characteristics inherent to services marketing are identified and addressed. Students will investigate customer requirements, alignment of service design and standards, service failure and recovery strategies, and the importance of long-term customer relationships to service organizations. Students will apply a variety of concepts to actual service businesses through cases and experiential learning that contribute significantly to the student's overall understanding of the service environment. Prerequisite: MKTG 2800.

**MKTG 3650 Innovation Strategies (4 Credits)**

This course is a fresh and dynamic course, which both challenges and leverages traditional marketing thinking in new and creative ways. Students read a variety of pieces from contemporary thought-leaders in the world of business, marketing, philosophy, and education to give context and perspective to innovative thinking and ideation techniques which are relevant and necessary for today's marketing leaders. Hands-on activities, reality-based projects, and interactive debates are the hallmarks of this course. Recent guest speakers have included William Espey (CMO, Chipotle), Justin Breseler (VP Marketing, Visit Denver) and recent alumni. One past Innovation Strategies student recently said, "After going through this intellectually stimulating class marketing no longer feels like consumer manipulation but rather it feels like strategy, design, and solutions that can come together and make culture and business better – it is really important." Prerequisite: MKTG 2800.



**MKTG 3660 Sports & Entertainment Marketing (4 Credits)**

There are few products about which consumers are more passionate than their sports and entertainment expenditures, so this topic is always an exciting one in marketing. This course provides an in-depth look at the processes and practices of marketing sports, concerts, film and other entertainment. The course emphasizes the practical use of advertising, promotion and public relations in creating athlete or entertainer images, providing a quality fan experience, promoting sponsorship or driving event ticket sales. Cross listed with MKTG 4660. Prerequisite: MKTG 2800.

**MKTG 3704 Topics in Marketing (1-4 Credits)**

Topics in Marketing.

**MKTG 3705 Topics in Marketing (4 Credits)****MKTG 3950 Integrative Marketing Strategy (4 Credits)**

You may have heard the saying that "The journey is as important as the destination." In organizations the corollary is that strategic planning is as important as the plan. As a result, the planning process has become increasingly important for all business functions (e.g., production, accounting, R & D, marketing). The objective of this course is to enable students to utilize a rigorous planning process to develop marketing programs. This activity involves integrated problem-solving using concepts, theories, and primary and secondary information, and is characterized by logical use of facts leading to alternatives, which in turn lead to solutions. By the end of the course students should be able to develop effective marketing programs, and to understand the applications and limitations of the principal planning tools a marketing manager has at their disposal. This course needs to be taken within 2 quarters of graduation. Prerequisites: MKTG 2800, MKTG 2910, and MKTG 2930.

**MKTG 3980 Marketing Internship (1-8 Credits)**

We learn by doing. That's what a marketing internship at Daniels is all about. Recent studies show that one to three internships on a resume go a long way towards landing that first job in marketing. At Daniels, we network with some of the top marketers in Denver and across the US. Our marketing students have worked at National CineMedia, Integer Advertising, Bank of America, Enterprise, Northwestern Mutual Insurance, eBags, Crispin-Porter + Bogusky, Einstein's, Johns Manville, Ski Magazine, the Pepsi Center, 15 Million Elephants, Flextronics, Merrill Lynch, Dish Network, AEG Live, Altitude Sports & Entertainment, and the list goes on. Not only will you earn school credit, but you may also very well land a paid internship, and eventually a full-time job.

**MKTG 3988 Study Abroad Resident Credit (0-18 Credits)****MKTG 3991 Independent Study (1-10 Credits)**

Independent study provides opportunities for the capable student to do special work under individual supervision in areas not covered by class offerings. Undergraduate students should demonstrate qualities necessary for interested and intensive inquiry. The topic and outline must be agreed upon by the student with the approval of the instructor and department concerned. Restricted to marketing majors. Prerequisites: Marketing major and instructor's permission.

## Materials Science (MTSC)

**MTSC 3010 Mechanical Behavior of Materials (4 Credits)**

Effects of microstructure on mechanical behavior of materials (metals, polymers, ceramics and composites); emphasis on recent developments in materials science, modulus, fracture (fracture toughness and brittle strength), fatigue, creep, wear, friction, stress rupture and deformation. Cross listed with MTSC 4010. Prerequisites: ENME 2421.

**MTSC 3020 Composite Materials I (4 Credits)**

An introduction to composite materials. Properties of fibers and matrices, fiber architecture, elastic properties of laminae and laminates, interface in composites. Cross listed with MTSC 4020. Prerequisites: ENME 2410 and ENME 2541.

**MTSC 3450 Fracture Mechanics (4 Credits)**

Topics include stress field at a crack tip, linear fracture mechanics, energy release rate, stress intensity factors, plastic zones, plane stress, plane strain, fracture toughness, airy stress functions, elastic-plastic fracture mechanics, J integral, crack tip opening displacements, experimental testing, fatigue, life prediction, crack closure, weight functions, failure analysis. Cross listed with MTSC 4450. Prerequisites: ENME 2421 and ENME 2541.

**MTSC 3800 Topics in Materials Science (1-5 Credits)**

Various topics in materials science as announced. May be taken more than once. Prerequisite: varies with each topic.

## Mathematics (MATH)

**MATH 1010 Elements of College Algebra (2,4 Credits)**

This course is designed to review the required algebra skills to be successful in Business Calculus. The following topics are covered: review of basic algebra, solving equations and inequalities, rectangular coordinate systems and graphing, polynomial and rational functions, exponential and logarithmic functions, and solving exponential and logarithmic equations. Students who completed a MATH course numbered 1200 or higher may not take this course.

**MATH 1070 College Algebra and Trigonometry (4 Credits)**

Selected topics in algebra and analytic trigonometry intended to prepare students for the calculus sequence. Cannot be used to satisfy the Analytical Inquiry: The Natural and Physical World requirement. Students who completed a MATH course numbered 1951 or higher may not take this course.

**MATH 1150 Foundations Seminar (4 Credits)**

The seminars offer challenging and interesting mathematical topics that require only high school mathematics. Examples of seminars are Introduction to Cryptography, Patterns and Symmetry, Mathematical Art and Patterns of Voting. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

**MATH 1200 Calculus for Business and Social Sciences (4 Credits)**

This is a one-quarter course for students in business, social sciences, and liberal arts. It covers elementary differential calculus with emphasis on applications to business and the social sciences. Topics include functions, graphs, limits, continuity, differentiation, and mathematical models. Students are required to attend weekly labs. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

**MATH 1941 Calculus I Workshop (1 Credit)**

This is a workshop that students can enroll in to accompany the course MATH 1951 Calculus I. Students will work in groups on challenging problems from Calculus to gain deeper understanding of the covered material. The workshop is not intended for remediation, tutoring, or working on homework assigned in the accompanying course. The workshop cannot be used toward math major/minor. Co-requisite: Students must be concurrently enrolled in MATH 1951 Calculus I.

**MATH 1942 Calculus II Workshop (1 Credit)**

This is a workshop that students can enroll in to accompany the course MATH 1952 Calculus II. Students will work in groups on challenging problems from Calculus to gain deeper understanding of the covered material. The workshop is not intended for remediation, tutoring, or working on homework assigned in the accompanying course. The course cannot be used toward math major/minor. Co-requisite: Students must be concurrently enrolled in MATH 1952 Calculus II.

**MATH 1943 Calculus III Workshop (1 Credit)**

This is a workshop that students can enroll in to accompany the course MATH 1953 Calculus III. Students will work in groups on challenging problems from Calculus to gain deeper understanding of the covered material. The workshop is not intended for remediation, tutoring, or working on homework assigned in the accompanying course. The course cannot be used toward math major/minor. Co-requisite: Students must be concurrently enrolled in MATH 1953 Calculus III.

**MATH 1951 Calculus I (4 Credits)**

Limits, continuity, differentiation of functions of one variable, applications of the derivative. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Prerequisite: MATH 1070 or equivalent.

**MATH 1952 Calculus II (4 Credits)**

Differentiation and integration of functions of one variable especially focusing on the theory, techniques and applications of integration. Prerequisite: MATH 1951.

**MATH 1953 Calculus III (4 Credits)**

Integration of functions of one variable, infinite sequences and series, polar coordinates, parametric equations. Prerequisite: MATH 1952 OR math 1962.

**MATH 1962 Honors Calculus II (4 Credits)**

Same topics as MATH 1952 treated rigorously and conceptually. Topics include differentiation and integration of functions of one variable especially focusing on the theory, techniques and applications of integration. Prerequisites: MATH 1951 and permission of instructor.

**MATH 1963 Honors Calculus III (4 Credits)**

Same topics as MATH 1953 treated rigorously and conceptually. Topics include integration of functions of one variable, infinite sequences and series, polar coordinates, parametric equations. Prerequisites: MATH 1952 or MATH 1962 and permission of instructor.

**MATH 1988 Study Abroad Resident Credit (0-18 Credits)****MATH 2050 Symbolic Logic (4 Credits)**

Modern propositional logic; symbolization and calculus of predicates, especially predicates of relation. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Cross listed with PHIL 2160.

**MATH 2060 Elements of Linear Algebra (4 Credits)**

Matrices, systems of linear equations, vectors, eigenvalues and eigenvectors; idea of a vector space; applications in the physical, social, engineering and life sciences. Prerequisite: MATH 1200 or MATH 1951.

**MATH 2070 Introduction to Differential Equations (0-4 Credits)**

Solution of linear differential equations; special techniques for nonlinear problems; mathematical modeling of problems from physical and biological sciences. Prerequisite: MATH 1953 or MATH 1963.

**MATH 2080 Calculus of Several Variables (4 Credits)**

Multivariable processes encountered in all sciences; multiple integration, partial differentiation and applications; algebra of vectors in Euclidean three-space; differentiation of scalar and vector functions. Prerequisite: MATH 1953 or MATH 1963.

**MATH 2200 Mathematical Reasoning & Proof (4 Credits)**

Introduction to theory of sets; relations and functions; logic, truth tables and propositional calculus; proof techniques; introduction to combinatorial techniques.

**MATH 2988 Study Abroad Resident Credit (0-18 Credits)****MATH 3000 The Real World Seminar (1 Credit)**

Lectures by alumni and others on surviving culture shock when leaving the University and entering the job world. Open to all students regardless of major. Cross listed with COMP 3000.

**MATH 3010 History of Mathematics (4 Credits)**

This course surveys major mathematical developments beginning with ancient Egyptians and Greeks and tracing the development through Hindu-Indian mathematics, Arabic mathematics, and European mathematics up to the 18th century. Prerequisite: MATH 1953 or MATH 1963.

**MATH 3040 Lattices and Order (4 Credits)**

Ordered sets, lattices as relational and as algebraic structures, ideals and filters, complete lattices, distributive and modular lattices, Boolean algebras, duality for finite distributive lattices. Prerequisite: MATH 2200.

**MATH 3050 Set Theory (4 Credits)**

Zermelo-Fraenkel axioms, axiom of choice, Zorn's Lemma, ordinals, cardinals, cardinal arithmetic. Prerequisite: MATH 2200.

**MATH 3060 Mathematical Logic (4 Credits)**

Classical propositional calculus (deductive systems and truth-table semantics), first-order logic (axiomatization and completeness), elements of recursion theory, introduction to nonclassical logics. Prerequisite: MATH 2200.

**MATH 3080 Introduction to Probability (4 Credits)**

Basic probability models, combinatorial methods, random variables, independence, conditional probability, probability laws, applications to classical problems. Prerequisite: MATH 1953 or MATH 1963.

**MATH 3090 Mathematical Probability (4 Credits)**

Limit theorems for independent random variables, multivariate distributions, generating functions. Prerequisites: MATH 2080 and MATH 3080.

**MATH 3110 Topology (4 Credits)**

Point set topology including topological spaces, connectedness, compactness and separate axioms; preparation for advanced courses in analysis. Prerequisite: MATH 3161. Cross listed with MATH 4110.

**MATH 3151 Advanced Linear Algebra (4 Credits)**

Vector spaces, linear mappings, matrices, inner product spaces, eigenvalues and eigenvectors. Prerequisite: MATH 2060 and MATH 2200.

**MATH 3161 Introduction to Real Analysis (4 Credits)**

A theoretical introduction to the structure of real numbers, to convergence of sequences and series, and to the topology of the real line, including limits and continuity. Prerequisites: MATH 2080 and MATH 2200.

**MATH 3162 Introduction to Real Analysis II (4 Credits)**

A rigorous introduction to the analysis of functions of a real variable, including differentiation, Riemann integration, and the notions of pointwise and uniform convergence for sequences of functions. Prerequisite: MATH 3161.

**MATH 3166 Group Theory (4 Credits)**

Groups and homomorphisms, isomorphism theorems, symmetric groups and  $G$ -sets, the Sylow theorems, normal series, fundamental theorem of finitely generated abelian groups. Cross listed with MATH 4166. Prerequisite: MATH 3170.

**MATH 3170 Introduction to Abstract Algebra (4 Credits)**

Examples of groups, permutations, subgroups, cosets, Lagrange theorem, normal subgroups, factor groups, homomorphisms, isomorphisms, rings, integral domains, quaternions, rings of polynomials, Euclid algorithm, ideals, factor rings, maximal ideals, principal ideals, fields, construction of finite fields. Prerequisite: MATH 2060 and MATH 2200.

**MATH 3176 Rings and Fields (4 Credits)**

Rings, domains, fields; ideals, quotient rings, polynomials; PIDs, UFDs, Euclidean domains; maximal and prime ideals, chain conditions; extensions of fields, splitting fields, algebraic and transcendental extensions; brief introduction to Galois theory. Cross listed with MATH 4176. Prerequisite: MATH 3170 or equivalent.

**MATH 3260 Metric Spaces (4 Credits)**

Metric spaces and continuous functions; completeness and compactness; examples including norm spaces; pointwise and uniform convergence; Baire Category Theorem. Cross listed with MATH 4260. Prerequisite: MATH 3161 or equivalent.

**MATH 3311 Linear Programming (4 Credits)**

Linear optimization models, simplex algorithm, sensitivity analysis and duality, network models, dynamic programming, applications to physical, social and management sciences. Prerequisite: MATH 2060.

**MATH 3312 Markov Chains (4 Credits)**

Discrete-time and continuous Markov Chains, ergodic theorems, random processes, elementary queueing theory, applications. Prerequisite: MATH 2060 and MATH 3080.

**MATH 3351 Introduction to Dynamical Systems (4 Credits)**

Dynamical systems (one-parameter families such as circle rotations/tent maps, shift spaces); global properties (transitivity/mixing/sensitivity); behavior of trajectories (chaos, long-term averages, periodicity). Prerequisite: MATH 3161.

**MATH 3400 Introduction to Geometry (4 Credits)**

Specific geometrical systems including finite, Euclidean, non-Euclidean and projective geometries. Prerequisite: MATH 2200.

**MATH 3451 Chaos, Dynamics & Fractals (4 Credits)**

Introduction to one-dimensional dynamical systems, fractals; fixed and periodic points; sources and sinks; period doubling and tangent node bifurcations; chaotic dynamical systems; Sarkovskii's Theorem. Prerequisite: MATH 3161.

**MATH 3550 Introduction to Theory of Numbers (4 Credits)**

Concepts of nonanalytic number theory and its history; prime numbers, divisibility, continued fractions, modular arithmetic, Diophantine equations and unsolved conjectures. Prerequisites: MATH 2200.

**MATH 3600 Numerical Analysis (4 Credits)**

An introduction to numerical methods. Topics include: iterative methods, Banach fixed point method, Runge-Kutta and finite element methods for partial differential equations, numerical optimization and gradient descent algorithm, and back propagation in neural networks. Prerequisites: MATH 2200.

**MATH 3605 Mathematics of Complex Networks (4 Credits)**

An introduction to the study of complex networks, focusing on the modeling, classification and geometrical properties of complex systems. Topics include stochastic and non-stochastic models of complex networks, measures of centrality and clustering, influence propagation and geometric data (expansion, the small world phenomena and PageRank). Prerequisite: MATH 2200.

**MATH 3610 Machine Learning: Linear Models and Regression (4 Credits)**

An introduction to modern regression techniques, with an emphasis in theoretical foundations and applications in artificial intelligence and machine learning. Topics include multilinear regression, polynomial regression, logistic regression, and support vector machines, including kernels methods. Prerequisite: MATH 3151 & MATH 3080.

**MATH 3615 Statistics and Stochastic Methods (4 Credits)**

Statistical decision theory, estimation, testing, confidence intervals. Bayesian statistics, introduction to Markov chains, and hidden Markov chains with applications to artificial intelligence. Prerequisite: MATH 2200 & MATH 3080.

**MATH 3651 Ordinary Differential Equations (4 Credits)**

Modeling of phenomena by ordinary differential equations; techniques of analysis and solution of such equations; oscillation theory and boundary value problems, power series methods, special functions, Laplace transforms and difference equations. Prerequisites: MATH 2060 and MATH 2070.

**MATH 3661 Partial Differential Equations (4 Credits)**

First and second order linear equations, Fourier series, the wave equation, the Cauchy problem, the heat equation, maximum principles, Laplace's equation, Green's functions. Prerequisites: MATH 2070 and MATH 2080.

**MATH 3701 Combinatorics (4 Credits)**

The principle of inclusion and exclusion, elementary counting techniques, systems of distinct representatives, partitions, recursion and generating functions, Latin squares, designs and projective planes. Prerequisite: MATH 2200.

**MATH 3705 Topics in Mathematics (4 Credits)**

Varying selected advanced topics in mathematics, depending on student demand and instructor interest.

**MATH 3710 Graph Theory (4 Credits)**

Paths, cycles, trees, Euler tours and Hamilton cycles, bipartite graphs, matchings, basic connectivity theorems, planar graphs, Kuratowski's theorem, chromatic number, n-color theorems, introduction to Ramsey theory. Prerequisite: MATH 2200.

**MATH 3720 Coding Theory (4 Credits)**

Goals of coding theory and information theory, instantaneous and Huffman codes, Shannon theorems, block and linear codes, generating and parity-check matrices, Hamming codes, perfect codes, binary Golay code, Reed-Muller codes, cyclic codes, BCH codes, Reed-Solomon codes, ideas of convolutional and turbo codes. Prerequisite: MATH 3170.

**MATH 3851 Functions Complex Variable (4 Credits)**

Complex numbers, analytic functions, complex integration, series expansions, residue theory, conformal maps, advanced topics and applications. Prerequisites: MATH 2060 and MATH 2080 and MATH 2200.

**MATH 3988 Study Abroad Resident Credit (0-18 Credits)****MATH 3991 Independent Study (1-10 Credits)**

Cannot be arranged for any course that appears in regular course schedule for that particular year.

**MATH 3995 Independent Research (1-10 Credits)**

## Media Film Journalism Studies (MFJS)

**MFJS 2000 Introduction to Film Criticism (4 Credits)**

Theories and methods of social, cultural and aesthetic criticism of film; emphasis on critical writing. Laboratory fee required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MFJS 2001 Producing Video for Social Media (4 Credits)**

This course covers the basics in video production and video storytelling for all undergraduate students at the University of Denver who are interested in YouTube and other social media video content creation. Students will maximize their video storytelling abilities, producing storytelling content that can be shared across multiple social media platforms using mobile phones or equivalent basic consumer equipment. Learning takes place within justice, equity, diversity, inclusion and internationalization frameworks consistent with department, College, and University expectations. The course fulfills requirements within several MFJS majors and the MFJS minor and serves as a university elective.

**MFJS 2140 Storytelling & Reporting (4 Credits)**

Fundamentals of newswriting and reporting for print and broadcast journalism. Laboratory fee required.

**MFJS 2150 Scriptwriting (4 Credits)**

Examines the creative process for writing the motion picture screenplay. Topics include format and structure; character and dialogue; rising conflict and confrontation; visualization and imagery; and understanding the conventions of the medium and its limitations. Students will complete a short screenplay by the conclusion of the course. Prerequisite: MFJS 2000. Cross listed with MFJS 4450. 4 qtr. Hrs.

**MFJS 2160 Sexualities and Screens (4 Credits)**

This course offers a critical introduction to the ways that sexual identities and practices are rendered (in)visible within screen-based, digital media culture: television, film, online spaces and platforms, and video games. As a socially contested, disruptive, and liberatory element of social life, sexuality's mediation offers a lens for us to think about cultural norms, ideologies, and politics, as well as issues related to the commodification of bodies. Throughout the quarter, you will immerse yourself in diverse perspectives, reflective writing exercises, textual analysis, small group discussions, and other active learning measures that will deepen your critical thinking around the intersection of media culture and sexuality. Issues such as sexualization, intimacy coordinators, the mediation of consent, queer digital activism, and the politics of casting will be explored through the lens of Media Studies, Cultural Studies and Intersectional Feminism. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**MFJS 2170 Globalization and Film (4 Credits)**

MFJS 2170 (Globalization and Film) explores the varying ways that globalization impacts cinema on a national and transnational level. This course is broken down into three units: theories on globalization; implications of globalization behind-the-scenes; and representations of globalization onscreen. Through a selection of assigned readings and filmic texts, you will be encouraged to think critically about what "globalization" means and how it influences films, both behind-the-scenes and onscreen. In addition to several in-class screenings, you will be required to view a few films on your own. Finally, you will have the opportunity to research and write original scholarship on one of two angles to engage further and apply course material: 1) the impact of globalization on the film industry of your choice, or 2) the impact of globalization on representational issues in the film of your choice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MFJS 2205 International & Development Communication (4 Credits)**

Virtually everywhere we look, whether we are watching a kidfluencer on YouTube, streaming music on Spotify, or scrolling through TikTok, it is evident that we are living in an increasingly interconnected and globalizing world. What does this mean for us as individuals, as Coloradans, as Americans? What does this mean for global humanity? Do we now have a transnational social order and a global culture? If so, what or who is driving this process, and who remains on the sidelines? These are some of the broader questions this class addresses, with an eye toward how media, culture, and communication fit into the larger network of globalization.

**MFJS 2210 Introduction to Media and Culture (4 Credits)**

Course introduces students to the organization of the U.S. media industries and their historical and contemporary role in U.S. culture. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**MFJS 2220 Popular Music and Social Justice (4 Credits)**

What makes popular music a powerful medium for us to "fight the power" and motivate social change, and what hinders it from achieving its full potential? This course examines a range of 20th and 21st century popular music (blues, folk, rock, hip-hop, musicals, etc.) to better understand the complex relationships between music and social (in)justices. Sitting at the intersection of critical media studies, critical race & ethnic studies, popular music studies, and project-based learning, this course examines an array of 20th and 21st century popular music (blues, folk, rock, hip-hop, pop, indie, etc.) to understand the complex relationships between music and social (in)justices.

**MFJS 2240 Multimedia Journalism (4 Credits)**

With the abundance of competing voices online, seeking accurate information has become a major challenge in today's world. Information now comes in different shades, including incorrect statements, fakes news, rumors, doctored audio, and deepfake videos. They float together in traditional media outlets as well as on social media and they can play a destructive role in creating fear, tarnishing reputations, undermining social cohesion, influencing elections, and, at times, fueling killings. To overcome those challenges, the world needs credible, balanced, and technology savvy journalists as well as critical media consumers more than ever before. MFJS 2240 is a project-based, collaborative, hands-on class that engages with the new media challenges to the field of journalism. The readings, multimedia projects, and class activities aim to empower students to grasp the basic principles, key terms, media production skills, and the organizing structures of digital journalism. Prerequisite: MFJS 2140.

**MFJS 2270 Activist Media (4 Credits)**

Various media have played roles in the social and political movements of the past, with social media platforms accelerating the possibilities for intervening in social and political life. Activist media harnesses new communication technologies to resist the domination and limitations of mainstream corporate media, creating new media strategies and messages to promote social change. This class examines the spaces of activist media that have enabled citizens, protesters, journalists, PR professionals, tech developers and hacktivists to harness a diverse range of media tools and platforms for change. It also explores how these platforms have created new risks and challenges, especially for activists. This course counts toward the Scientific Inquiry: Society and Culture requirement.



**MFJS 2280 Politics and Media (4 Credits)**

We examine the nature of the media and how media institutions shape the way citizens understand politics. We discuss global media institutions and the role media play in various societies. We explore the role of media in providing information for citizens in a democracy, examine how the media influence the political process, and investigate how the goals of and changes within the media industry influence the effect media coverage has on the political process. Through our study, we explore how the media either enhance or limit the potential for citizens to contribute to democracy. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**MFJS 2290 Innovations in Media, Artificial Intelligence, & Communication (4 Credits)**

This course considers information and communication technologies in relation to “the new,” exploring the ways that technological, historical, legal, economic, and social contexts combine to enable the changes that we think of as innovations in media and communication. Taking a critical/cultural historical perspective, we explore questions such as where technologies come from, who controls them, who profits from them, how they are used, and with what potential implications? We also consider how today’s artificial intelligence technologies are similar to and different from the new technologies of previous ages, how bias and misinformation are (re)produced, and countermovements such as “slow” technology, with an eye toward imagining what the future might hold. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MFJS 2400 Strategic Communication Planning (4 Credits)**

This course introduces students to various career paths and foundational principles in strategic communication, including public relations and advertising. Students learn and apply the elements of a comprehensive strategic communication plan, including conducting research, setting communication goals, designing messaging strategies and tactics, and evaluating the plan’s effectiveness. An emphasis on ethical communication practices is central to the course. Prerequisite: sophomore standing.

**MFJS 2420 #CannabisMedia: Studying the Culture of America's New Normal (4 Credits)**

This course will examine the legalization of marijuana – both medical and recreational – as it is being covered in Colorado and in states across the country. Ever since the 2012 legalization of recreational marijuana, Colorado has been a leader in considering the medical, political, social and legal issues emergent with legalization. In this course, which is the first of its kind in the U.S., not only will we be investigating the scope of the marijuana legalization movement and its many political and practical intricacies, we also will be conducting a research project with original data and multimedia elements conceived and designed to push and promote enterprising storytelling. Students will visit dispensaries, interview industry professionals and produce a portfolio piece of narrative journalism using the modes and methods of their choice, with direction of the instructor.

**MFJS 2421 Studying Star Wars: Lessons From a Galaxy Far, Far Away (4 Credits)**

We are at a time that seems to be “peak Star Wars,” some 40 years after the movie was first released to the moviegoing public. After a period of dormancy, resurgence and now primacy, the three-part trilogy of the Star Wars saga enters into its fifth decade with new films, new popularity and deeper integration into popular culture with the acquisition by Disney. In the class we’ll analyze the historical foundations of the original film and its storytelling devices, and along the way discuss marketing, mythology and the critical takes on the movie’s role in the canon of filmmaking. Expect to learn about sound design, movie scoring, special effects and the many twists and turns of the universe set in a galaxy far, far away. You will pick one aspect of the Star Wars universe to dissect in WordPress.com thinkpiece, and you will be required to participate in daily class discussions, in person and on Twitter.

**MFJS 3040 Media Law (4 Credits)**

Introduction to freedom of expression and media law. Students learn how the American legal system works and gain an understanding and appreciation of the philosophical foundations of free expression. In addition, students confront many of the issues facing professional communicators today. Topics include incitement, hate speech, student speech, copyright, defamation, and other issues crucial to mass media professionals. The course examines also explores challenges to free expression brought by new(er) communication technologies. The purpose of this class is to give students the knowledge and critical thinking skills needed to be successful in today’s rapidly changing communication environment. Cross-listed with MFJS 4300.

**MFJS 3110 Audience and Communication Research (4 Credits)**

This class offers an introduction to social science methods applied to communication and audience research. By the end of the course, students will be familiar with: the role and functions of communication and audience research in contemporary society; the processes and practices involved in developing and executing a research project; the basic different forms of research, both qualitative, such as interviews and focus groups and quantitative, such as surveys and experiments; how to use research skills for different career paths. Cross-listed with MFJS 3110/4560.

**MFJS 3120 Media Ethics, Race & Technology (4 Credits)**

What are your ethical obligations as a professional communicator? In this course, you will become acquainted with the ethical codes of the Society of Professional Journalists, the Public Relations Society of America, the Radio, TV, and Digital News Association, and more. As you meet with and hear from media professionals from a range of industries, you will discuss different case studies of ethical dilemmas that take place at the individual, organizational, corporate, and technological levels. You will consider issues of privacy and harm, diversity and inclusion, deception, mis- and disinformation, photograph and image construction and editing, accountability, and more. Senior standing or instructor’s permission required.

**MFJS 3170 Infographic Storytelling (4 Credits)**

We swim in a world of data - from election results, budgets and census reports, to Facebook updates and image uploads. Journalists need to know how to find stories in data and shape them in compelling ways. This hands-on course teaches reporters and editors to gather, analyze, and visualize interactive data-driven stories. This emerging discipline touches on information and interactivity design, mapping, graphing, animation tools, and data analysis. You are expected to think like a journalist by evaluating data critically and applying what you learn to news stories, information graphics or web applications. Familiarity with HTML/CSS is helpful, but not required. This is not a course in coding, but programmers of all skill levels are welcome.



**MFJS 3180 Media Studies Research (4 Credits)**

This capstone course in the Media Studies major is open to all students interested in engaging in the work of media research, which includes identifying a research question, collecting and analyzing data, and writing research reports. The course covers interviewing, textual analysis, ethnography, historical research, and is rooted in project-based learning. Junior standing required.

**MFJS 3201 Publication & Graphic Design (4 Credits)**

This course explores publication design and techniques for creating effective layouts. We employ the scope of the Adobe Creative Suite, primarily InDesign, to incorporate and manipulate text, photographs and illustrations. The course serves as a visual elective for all MFJS students. Laboratory fee required. Prerequisites: MFJS 2140 or MFJS 2400 or instructor approval.

**MFJS 3202 Horror Films (4 Credits)**

Horror films serve as tales of morality and, as such, their themes tend to fluctuate in accordance with cultural zeitgeists. They offer commentary on socio-cultural, political aspects, and they also have an ongoing market. Since they are inexpensive to make but have the potential to bring in profit, horror films are popular among producers. Due to their construction of fear aspect, they tend to create a lot of intrigue and dedicated fan bases. From their production to their ideological messaging to their reception, horror films offer spaces rich for cultural understanding and critical dialogue. In fact, it is these aspects that make horror films a wonderful jumping off point for discussion—students tend to love them and they are usually very accessible. With this in mind, this course will use the platform of horror films to discuss cultural differences, including anxieties and fears, the impact of globalization on horror films, the implication of franchises on horror cinema, and the representation of intersecting identity markers (both on and off-screen). Prerequisite: MFJS 2000.

**MFJS 3207 Justice Equity Diversity and Inclusion in Health Communication (4 Credits)**

The course will begin with an overview of Health Communication in the United States and the ways in which health and illness are defined through communication, including media. We will discuss existing health disparities and social determinants of health as we examine health communication in multicultural settings in the U.S. We will further examine multicultural audiences and perspectives about health and illness, including diverse meaning systems and their influences on health attitudes and behaviors. Students will learn about cross-cultural conceptions of health and disease and how those conceptions are represented in communication about health and illness. As students learn about what it means to develop culturally grounded health communication campaigns, they will examine culture centric messaging in health promotion. We will also discuss the ways in which health care systems are promoting patient-centered health care that takes intersectionality and identity into consideration.

**MFJS 3208 Narrative and Longform Journalism (4 Credits)**

Students spend time learning the nature and functions of in-depth news reporting for online and print, with a focus on magazine-style feature article writing and editing. Laboratory fee required. Prerequisite: MFJS 2140.

**MFJS 3212 History of Cinema 1930-1960 (4 Credits)**

This course surveys international film history starting with the "talkies" through innovations in widescreen formats and post-war filmmaking. We will study cinema between the 1930s-1960s from a variety of perspectives: as a technological apparatus, an economic institution, an aesthetic form, and a social force. Lab fee required. Prerequisite: MFJS 2000 Introduction to Film Criticism.

**MFJS 3213 Producing the Music Video (4 Credits)**

This course is designed to provide you with a basic understanding of the music video production process. We will work with partners in the Lamont School of Music and Theater to deliver 3 high quality music videos to local DU bands by the end of the quarter. These videos will be conceived, shot, and edited in class. Guest speakers from the industry will offer guidance and critique. Your knowledge of cinematography, editing, and set design will expand in this class. The 3 bands will be our clients; we will deliver them videos of the highest quality.

**MFJS 3214 Representational Issues in U.S. Film (4 Credits)**

This course explores the varying ways that race and ethnicity, gender, sexual orientation, gender identity, socioeconomic status, physical and mental (dis)ability, and age are represented in and by film—both historically and culturally. In addition to class discussions regarding mainstream and independent film production, students will employ close readings of filmic texts to better understand how off-screen factors greatly impact what is seen onscreen. This course will encourage students to think critically about the filmic images that they are consuming on a regular basis, as means to interrogate what is at stake when it comes to representational issues such as dominant ideologies, visual style, and assigned character roles. Finally, students will engage the texts critically as a way to understand how these onscreen identities impact the way that individuals treat others but also how they are treated themselves. Prerequisite: MFJS 2000.

**MFJS 3215 Introduction to Filmmaking (4 Credits)**

This course is designed to provide students with a basic understanding of television and film production with a focus on the complete production process: pre-production (planning), production (lighting, shooting and sound gathering) and post-production (editing). At the completion of this course, students will have a basic understanding of the process involved in producing a field-based production, the skills necessary to complete it and, most importantly, the critical understanding behind all decisions. Because people are the most important part of any production, emphasis will be placed on students' ability to work effectively with production team members. Laboratory fee required. Prerequisite: MFJS 2000. Restricted to FILM and MDST majors.

**MFJS 3217 Indie Film vs Hollywood: A History of American Independent Cinema (4 Credits)**

American Independent Film", provides an introduction to the American independent film movement. The course focuses on the rise of independent cinema in the 1950s and 1960s, examines the height of the independent film movement (1984-1994), and provides a survey of the current state of "indie film." Directors studied include: John Cassavetes, Roger Corman, Melvin Van Peebles, Barbara Loden, John Sayles, Robert Rodriguez, Lizzie Borden, Steven Soderbergh, Spike Lee, Jim Jarmusch, Richard Linklater, and Wes Anderson. A significant amount of time is devoted to a comparison of the Hollywood Studio System and independent production techniques.

**MFJS 3218 Narrative Film Production I (4 Credits)**

This is the first of a two-quarter capstone class that fulfills a two-quarter capstone requirement for Film Studies and Production majors and can be taken by others who have completed the pre-requisites and are juniors or seniors. Majors can take both two-sequence Narrative and Documentary capstones, counting one set for the major and one as electives if they so choose. The narrative course is both process and product oriented with a goal for students to work collaboratively to develop a 7-10 minute original narrative film script or web series (2-3 episodes that run approximately 10 minutes total) and complete all of the pre-production tasks necessary to take it into production spring quarter. Depending on class size we will make 3-5 films. We will examine the scriptwriting revision and pre-production processes, and students will finish the quarter with a completed pre-production notebook that will include, among other things, a shooting script, overheads, a script breakdown, production schedules, casting decisions, location scouting reports, a look book, a pitch deck and a shooting schedule. Likewise, through readings, discussions and screenings, the course is designed to expose students to the larger world of narrative filmmaking. During the second quarter students will film, edit and present finished work. Prerequisites: MFJS 2000 and MFJS 3215 and Junior/Senior standing.

**MFJS 3219 Documentary Film Production I (4 Credits)**

This course is the first half of a two-course capstone sequence. It presents an integrated (theory and practice) approach to film and video documentary. The theoretical component presents a historical overview of the various styles and modes of documentary with a discussion of the way each has developed in response to perceived limitations of the mode then dominant and the ethical decisions that filmmakers continue to face. The production component focuses on selecting and researching a topic for documentary production during the second quarter of the capstone. Prerequisites: MFJS 2000 and MFJS 3215 and Junior/Senior standing.

**MFJS 3220 Narrative Film Production II (4 Credits)**

What are your ethical obligations as a professional communicator, a communication creator and consumer, and as a citizen? This course examines ethical dilemmas that take place at the individual, organizational, corporate, and technological levels, with attention to Critical Race Theory and to various epistemological approaches to ethical reasoning. You will consider issues of privacy, mis- and disinformation, copying and distribution, games, trolls, bots, and more. Junior standing required.

**MFJS 3221 Documentary Film Production II (4 Credits)**

This is the second of a two-quarter capstone class that fulfills a two-quarter capstone requirement for Film Studies and Production majors and can be taken by students who have completed the pre-requisites and have junior or senior standing. Students must have taken MFJS 3219 in the previous quarter to register for this class. Majors can take both Documentary and Narrative capstones, counting one for the major and one as electives if they so choose. Students will collaborate with their teams in the production and post-production phases of a documentary project. This includes filming, editing, sound design, scoring, color correction and mastering. In-class critique sessions and guest speakers bolster this experiential quarter. Prerequisites: MFJS 2000, MFJS 3215 and MFJS 3219 and Junior/Senior Standing.

**MFJS 3222 Experimental Film/Video Theory & Production (4 Credits)**

This class includes a historical and critical overview of experimental film and video movements as well as technical and aesthetic training in experimental production. Students integrate theory and criticism into the production of several experimental projects. Laboratory fee required. Cross listed with MFJS 4222. Prerequisite: MFJS 3215.

**MFJS 3223 Advanced Editing (4 Credits)**

Building on the basic non-linear editing skills gained in Introduction to Filmmaking, this course focuses on advanced techniques of image and color manipulation, movement and graphic effects, advanced sound sweetening and manipulation and advanced text/credit effects. Prerequisite: MFJS 2000: Introduction to Film Criticism and MFJS 3215: Introduction to Filmmaking.

**MFJS 3224 Cinematography (4 Credits)**

This course focuses on the visual aspects of telling a cinematic story. Students develop an understanding of advanced lighting concepts, lenses, grip equipment, and color science. The class emphasizes visual storytelling, using lighting, art design and camera movement to develop character and theme. Lab fee required. Prerequisite: MFJS 2000 and MFJS 3215.

**MFJS 3226 Directing for Film and Television (4 Credits)**

This course will focus on the art and craft of film/television directing, emphasizing the relationship the director cultivates with actors, developing an understanding of movement and creating a vision for a scene. Students will apply theory to actual scene work with actors. Prerequisites: MFJS 2000 and MFJS 3215.

**MFJS 3227 Producing the Environmental Documentary (4 Credits)**

This course is designed to provide you with a basic understanding of cinematography: cameras, lenses, grip equipment, lighting, and composition. When you complete this course, the goal is for you to have an intermediate understanding of cinematography and that which motivates lighting and composition choices. Because people are the most important part of any production, emphasis will be placed on your ability to work effectively with class members. Learning to collaborate is crucial to your success in this class.

**MFJS 3229 Video Editing is for Everybody (4 Credits)**

The goal for this course is for students to have a basic working knowledge of editing using various media elements (video, audio, photos, music, graphics), developing proficiencies using different editing software, and applying a mixture of editing theories and techniques. This is a summer course only.

**MFJS 3242 Reel Women (4 Credits)**

Reel Women explores films from the U.S., England, Senegal, India, Canada, Colombia, and Saudi Arabia that are made for, about, and/or by women with the aim of better understanding and centralizing issues pertinent to women's daily lives across the world.

**MFJS 3245 Producing Client Video (4 Credits)**

This course provides students with an experiential learning opportunity in film and video production as part of the MFJS Keystone Experience series. Students work with a community or not-for-profit organization, learning how to work with clients and fulfill client video/film needs as part of a broader communication plan. Students in this course utilize research and communication strategy work that has been developed by students working with the same client in previous quarters. Learning takes place within justice, equity, diversity, inclusion and internationalization frameworks consistent with department, College, and University expectations. The course fulfills requirements within several MFJS majors and the MFJS minor. Prerequisites: MFJS 2000 AND MFJS 3215. 4 credit hours.

**MFJS 3310 Advanced Storytelling & Reporting (4 Credits)**

This is a writing-intensive course designed to strengthen your abilities in the gathering and analysis of public documents and big data, the conduct of interviews with a range of stakeholders, and the use of observational techniques that provide a basis for in-depth investigative reporting. Laboratory fee required. Prerequisite: MFJS 2140 or MFJS 3410.

**MFJS 3325 Advanced Screenwriting (4 Credits)**

Advanced Screenwriting takes writers through the process to create creative fiction content for film and television. This may include writing television pilots, web series and other fiction media material. The course will include live table reads, peer-to-peer feedback and industry speakers. In addition to creating original content, students will be taught how to create their writer's portfolio, market themselves to industry decision makers and land writing jobs. Prerequisites: MFJS 2000 and MFJS 2150.

**MFJS 3410 Strategic Messaging (4 Credits)**

This course focuses on learning and applying strategic communication principles to the creation of strategic messages for a client. Students also evaluate strategic communication techniques as they learn how to target a specific audience and learn how strategic messages fit within an overall strategic communication plan. Prerequisite: MFJS 2400.

**MFJS 3420 Strategic Communication Seminar (4 Credits)**

This is the capstone course in the strategic communication sequence. In this course, students examine special topics in strategic communication and apply what they have learned to group projects in which they take on a client and work together as a team on a strategic communication campaign. Cross listed with MFJS 4070. Prerequisites: MFJS 2400 and MFJS 3410.

**MFJS 3440 Global & Multicultural Campaigns (4 Credits)**

Globalization is having a major impact on the communications field, including strategic communication and public relations. As a growing number of organizations, businesses and governments seek to communicate and interact with organizations and individuals from diverse cultures and countries, they depend upon public relations professionals with international and cross-cultural expertise to help them achieve their goals and objectives. Likewise, more organizations and businesses are recognizing the importance and value of cultural diversity and inclusion within their organizations as well as among their clientele and need assistance from public relations professionals to communicate effectively and build healthy relationships around this diversity. This course will explore several aspects of global and cross-cultural public relations campaigns, using a combination of readings, lectures, discussions, and presentations from guest speakers with experience in this rapidly expanding field. Prerequisite: MFJS 2400 or Permission of Instructor.

**MFJS 3501 Web Design & Content Development (4 Credits)**

This course covers the building and management of web pages and the creation of sites using open source content management systems. You will develop the ability to plan, create and integrate social media and third-party content into web sites, and utilize analytical tools that measure audience engagement. Laboratory fee required. Prerequisite: MFJS 2140 or MFJS 2400.

**MFJS 3503 Social Media Strategies (4 Credits)**

In this class, students get familiar with the principles of social media strategy and learn how to design messaging strategies and tactics for social media. In addition, students work with a real client on a strategic communication campaign for social media. Prerequisite: MFJS 2400 or MFJS 2140.

**MFJS 3504 Advanced Multimedia Web Storytelling & Publishing (4 Credits)**

This course is one of two possible capstone classes for journalism students. In this course, students tap the reporting, writing, editing, and multimedia production and editing skills and knowledge learned and practiced in previous journalism studies classes and apply them to building from scratch, an open content management based multimedia web site. Laboratory fee required. Prerequisites: MFJS 2140 and MFJS 2240, or instructor approval.

**MFJS 3505 Advanced Multimedia Journalism with PBS Partnership (4 Credits)**

This capstone course for journalism majors provides students with opportunities in experiential learning as together they bolster the coverage and amplify the voices of underserved communities in Colorado. Rural, BIPOC, LGBTQ+, people with disabilities, and religious minority communities, among others, will be the subject of our attention and the focus of the class media projects. Students produce several mini-documentaries and written pieces that will be submitted for consideration to, and may air on, the RMPBS program, Colorado Voices, and on the PBS Video app. Prerequisite: MFJS 2140 and MFJS 2240.

**MFJS 3506 Audio Documentaries (4 Credits)**

In the past decade, an explosion in the production and accessibility of audio documentary work has created an unprecedented interest and expansion of the documentary form in nearly all sectors of public life. Building on this trend, this course teaches the skills of ethnographically informed audio documentary work that can record and interpret culture and lived experience. We focus on learning the techniques of non-fiction storytelling used in established public radio programs like *This American Life*, *Radio Lab*, or *Snap Judgement*, as well as newer podcasts like *Reply All*, *Invisibilia*, or *Embedded*. The course will prepare students to tell complex stories using strong character-driven narrative. Sound documentation and representation will not be done along journalistic principles, but instead through rigorous ethnography that relies on participant-observation and immersion. Through practical application and the exploration of ethnography and documentary approaches to communication, the course explores questions that surround the interpretation and representation of socio-cultural experience via a sonic medium. To understand the basic mechanics of sound and its narrative form, participants will learn to digitally record and edit audio. Storytelling will then become more complex as students learn to conduct ethnography, interviews, and develop a script for radio. Students will ultimately analyze and create audio documentaries in an effort to understand a significant form of digital storytelling. There are three central learning objectives that will guide us through the course: (1) we will practice ethnographic and documentary methodology, (2) learn to write for radio, and (3) learn the workflow of audio editing to produce an audio documentary.

**MFJS 3652 Feminist Media Studies (4 Credits)**

MFJS 3652 (Feminist Media Studies) explores the gendered intersections between media and society through the analytical lens of Feminist Media Studies (FMS). While aligned with the discipline Media Studies, FMS centers questions related to power and patriarchy, and aims to create space for praxis. Paying close attention to issues of intersectionality, this course surveys the historical emergence, and contributions, of feminist methodology and inquiry related to issues such as sexism within gaming, the politics of visibility in television production, the celluloid ceiling, and networked bodies. During the quarter, you will engage in multiple points of active and reflective learning that provide the space to strengthen both your understanding and application of FMS. Assignments include discussion questions, self-reflective analysis, and a final project that highlights application, creativity, and subversion.

**MFJS 3655 JEDII (Justice, Equity, Diversity, Inclusion, & Internationalization) Storytelling (4 Credits)**

This course focuses on multiperspectival approaches to journalism and media, with an emphasis on representations and news coverage related to gender, race/ethnicity, class, (dis)ability, religious, and national identities. The class explores journalistic writing as a creative process and craft that emphasizes social justice. Prerequisite: MFJS 2140: Storytelling & Reporting or MFJS 3410: Strategied Messaging. Cross-listed with MFJS 4655.

**MFJS 3656 Cross-cultural Travel Seminar: Immigration, Communication & Border Cultures (4 Credits)**

This is a one-week intensive travel course that takes place in Tucson, Arizona and south to the US-Mexican border region. The focus of this experiential learning class is to study immigration issues, border cultures, and the role of communication and media through testimonies of immigrants, and visits to key sites such as the migrant trail, immigration detention center and courts. Also included are talks by activists and officials involved in the immigration debate. Class meets for two pre-class sessions in spring quarter. Requires junior standing. Cross-listed with MFJS 4656.

**MFJS 3700 New Media Law & Regulation (4 Credits)**

An examination of recent developments in internet and social media law and regulation.

**MFJS 3852 Advanced Design, Layout, and Editing (4 Credits)**

This course teaches students advanced layout and design for media publications using contemporary software applications for journalists and public relations professionals. Prerequisite: MFJS 3201.

**MFJS 3900 Topics in Media Film & Journalism (1-4 Credits)****MFJS 3980 Internship in Media, Film, and Journalism Studies (1-4 Credits)****MFJS 3991 Independent Study (1-10 Credits)****MFJS 3995 Independent Research (1-10 Credits)**

## Music-Academic Classes (MUAC)

**MUAC 1000 Fundamentals of Music Theory (4 Credits)**

Meant for students with little to no experience with music notation, Fundamentals of Music Theory introduces pitch, rhythm, scales, chords, and other elements of Western notation. Students will develop facility in reading and hearing music, as well as an understanding of the syntax of tonal music, ranging from the music of Mozart to film music to Miles Davis. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1001 Music Theory I (2 Credits)**

The Fall quarter of Theory I covers fundamentals (key signatures, triads, seventh chords rhythm and meter, etc.) and first-species counterpoint, in both creative and analytic contexts. Although some entering students may be familiar with these concepts, the course emphasizes speed and mastery.

**MUAC 1002 Music Theory I (2 Credits)**

The Winter quarter of Theory I introduces basic voice-leading and analytic techniques, emphasizing syntax and grammar of music so that students can begin to write their own music. Second species counterpoint is also covered.

**MUAC 1003 Music Theory I (2 Credits)**

The Spring quarter continues the study of voice-leading and musical progression, building part-writing skill and analytic accuracy. The final project in this course is the composition and performance of a theme and variations set.

**MUAC 1012 Music, Society, and Culture (4 Credits)**

This course introduces students to the music of a variety of world areas. For each unit, students examine a diverse array of genres, analyzing music's relationship to religious life, aesthetics, politics, social organization, and identity. We also discuss the impact of globalization, transnationalism and immigration on the shaping and transformation of musical practice and meaning in each region. Reading materials, listening assignments, and discussion topics are supplemented by in-class performance workshops, designed to give students firsthand experience in non-Western performance traditions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1013 Jazz Theory and Aural Skills (4 Credits)**

The foundational study of jazz theory and aural skills. Must be a BM student with a major in Jazz Studies or Commercial Music.

**MUAC 1014 Jazz Theory and Aural Skills (4 Credits)**

The foundational study of jazz theory and aural skills.

**MUAC 1015 Jazz Theory and Aural Skills (4 Credits)**

The foundational study of jazz theory and aural skills.

**MUAC 1016 History of Jazz (4 Credits)**

This course examines the short history of jazz and all its sub-styles (swing, bop, cool, etc.) from its roots to the early eighties. Students have access to the entire course online, including all the fantastic listening. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course.

**MUAC 1017 History of Rock and Roll (4 Credits)**

The "birth of rock" occurred in the mid 1950's as a result of the convergence of pop, country and western, and rhythm and blues. This course traces that evolution by way of examining a broad picture of the general flow of those styles and their artists. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course.

**MUAC 1018 Understanding Music (4 Credits)**

In this course, students acquire a greater appreciation of musical history, context, composers, and genres. Through listening activities, texts, movies, and live concerts, students become educated listeners, able to describe intelligently musical experiences using appropriate vocabulary. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course.

**MUAC 1019 American Popular Music (4 Credits)**

American Popular Music combines the study of social and cultural history on the one hand with the analytical study of music styles on the other. Basically, it serves as an introduction to the wealth of American popular music from minstrelsy to hip hop. This course counts toward the Analytical Inquiry: Society and Culture requirement. This class is not available to music or performance majors.

**MUAC 1020 Aural Skills I (2 Credits)**

Development of aural analysis skills in meter, mode, harmonic function and song forms through solfeggio, singing and dictation.

**MUAC 1021 Aural Skills I (2 Credits)**

Development of aural analysis skills in meter, mode, harmonic function and song forms through solfeggio, singing and dictation.

**MUAC 1022 Aural Skills I (2 Credits)**

Development of aural analysis in meter, mode, harmonic function and song forms through solfeggio, singing and dictation.

**MUAC 1023 Mathematics in Music after 1970 (4 Credits)**

This course examines the interaction of mathematics and music composition since 1970, an interaction that has grown more vibrant with the advent of electronic music and modern computation. In this course, we will use mathematical concepts and methods to address basic questions about music, mathematics, and musical works. The questions include, (a) how do pieces by contemporary composers reflect an affinity for mathematical concepts?, (b) are the intervals preferred by cultures as diverse as ancient Greece and the contemporary Levant inherently beautiful?, (c) what is the relationship between complexity and chance on the listening experience?, and several others. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1024 Black Sacred Music: A Survey (4 Credits)**

This course is an experiential exploration of the spirituality of African-American sacred song. Participants will sing, consider the history of the music and explore their own connection to the songs, as well as the inspiration and challenge these songs may offer to present and future communities. This course counts toward the Analytical Inquiry: Society and Culture requirement. Note: Music majors do not receive Common Curriculum credit for this course and thus it will not fulfill AI: Society requirements for music majors.

**MUAC 1025 Hip-Hop and Rap Music (4 Credits)**

From its origins in dance parties in the Bronx in the late 1970s to its identification as the soundtrack of social movements around the globe, rap music has become perhaps the most prominent genre of popular music. This course, primarily, analyzes the musical features of rap music as a specific manifestation of the wider aesthetic of hip-hop. To set the stage for later musical analysis, the course includes brief introductions to technologies of hip-hop (e.g., sampling, drum machines, Autotune, streaming, etc.), earlier Afro-diasporic expressive forms and aesthetics (e.g., the dozens, toasts, double-dutch, etc.), and rap music's relation with gender, race, identity, and politics. This course counts toward the Analytical Inquiry: Society and Culture requirement.



**MUAC 1026 American Musical Mavericks (4 Credits)**

This course examines music history in the United States through the figure of the “maverick,” a rugged individualist who operates outside the mainstream of society. Using Michael Broyles’s *Mavericks and Other Traditions in American Music* as a primary textbook, this course surveys American music from the 18th to the 21st centuries, introducing students to a variety of musical traditions, pieces, composers, performers, and artistic strategies. Central themes include: the impact of Puritanism on U.S. arts and culture, the dilemma of art music in a democratic society, and the struggle to develop a uniquely American musical voice in a nation of immigrants. Assignments are designed to promote achievement of the Analytical Inquiry: Society and Culture learning outcomes of the Common Curriculum: Apply the methods or techniques appropriate to disciplines in the arts or humanities in order to interpret texts, ideas or artifacts, or engage in creative activity (performance, composition, etc.). Analyze the relationship between texts, ideas, or creative works and a broader context (intellectual, political, artistic, etc.) in ways appropriate to disciplines in the arts or humanities. No prior musical experience is required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1027 Global Pop (4 Credits)**

This survey of global pop explores musical thought and processes through an examination of the development of “world music” and “world beat,” including its meaning and importance to contemporary culture as well as its history and impact. Intended to provide students with a basic understanding of the international popular music scene from its explosion at the close of the 20th century through the present day, this course questions the meaning and importance of this trend in contemporary culture. It explores the complex relationships of music and mass media while addressing themes of nationalism, popular resistance and subversion, censorship, transnational identity, gender representation, and cultural hegemony. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1028 Hearing the Movies (4 Credits)**

Although we usually say that we watch movies, we might more accurately say that we “see-hear” or “audioview” them. Film sound tracks feature speech, sound effects, and music that fulfill practical storytelling roles, and that combine with imagery and narrative to create powerful emotional resonance in viewers. This interdisciplinary course explores the sonic elements of film history from 1895 to the present. Course activities include weekly film viewings and reading assignments set against lecture/discussions offering a topical survey of developments in film sound as both a technical practice and an art. Graded assignments include weekly online responses, a film introduction, a midterm exam, and a final project in which each student will re-score a film clip and compose an essay reflecting on that process. Assignments are designed to promote achievement of the Analytical Inquiry: Society and Culture learning outcomes of the Common Curriculum: • Apply the methods or techniques appropriate to disciplines in the arts or humanities in order to interpret texts, ideas or artifacts, or engage in creative activity. • Analyze the relationship between texts, ideas, or creative works and a broader context in ways appropriate to disciplines in the arts or humanities. No prior formal experience in music or film studies is required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1029 Methods of Mastery (4 Credits)**

Musicians, athletes, artists, software engineers, actors, financial managers, dancers, writers, mathematicians, scientists, game designers, and even social media influencers spend their days in radically different ways, but top performers share habits and approaches that contribute to success. “Methods for Mastery” offers students an opportunity to explore the habits and mindsets of great achievers in different disciplines, ranging from classical music to creative writing to sports, finance, and more. What do writer Isabel Allende, dancer Twyla Tharp, soccer star Cristiano Ronaldo, Apple inventor Steve Jobs, cellist Yo-Yo Ma, and the artist formerly known as Prince have in common? What is required to do life-changing work? Inspiration or Perspiration? The Seven Habits of Highly Effective People? Can everyone be a virtuoso, genius, or prodigy? Through shared assignments, the class will discuss performances and research in four different areas: “Practice and Work Habits”; “Mindfulness Techniques”; “Performance Anxiety, Stage Fright, and other Mental Blocks”; and “Flow”. Videos, podcasts, live performances, trade paperbacks, websites, and academic research will inform our understanding of these topics. In addition, each student will develop two personal projects—one on cultural attitudes towards mastery, and one on a specific technique for creating better work routines, overcoming stage fright, or maintaining focus. Students from different disciplines will share their ideas with peers. Throughout, each class member will keep a daily journal, culminating in a final reflection that charts progress over the quarter. By the end of the quarter, students will integrate their research with new skills and greater awareness of their own path towards achievement. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 1031 Study Abroad Perf. Attendance (0 Credits)**

Fulfills concert attendance requirement for music majors in the Study Abroad program.

**MUAC 1161 Theory at the Keyboard I (4 Credits)**

This course is the first of a year-long sequence of MUAC 1161-1163 Theory at the Keyboard I-III. The purpose of the class is for students to develop and apply theoretical concepts through piano playing. Each quarter, students will play chords, scales, intervals, and analyze short pieces on a regular basis. By the end of the year, students will be able to sight-read, transpose, harmonize a melody, and improvise at the piano. Students will also gain experience in using the piano as a tool for composition and arranging. Successful completion of MUAC 1163 Theory at the Keyboard III can satisfy piano proficiency requirements for undergraduate Music majors.

**MUAC 1162 Theory at the Keyboard II (4 Credits)**

This course is the second of a year-long sequence of MUAC 1161-1163 Theory at the Keyboard I-III. The purpose of the class is for students to develop and apply theoretical concepts through piano playing. Each quarter, students will play chords, scales, intervals, and analyze short pieces on a regular basis. By the end of the year, students will be able to sight-read, transpose, harmonize a melody, and improvise at the piano. Students will also gain experience in using the piano as a tool for composition and arranging. Successful completion of MUAC 1163 Theory at the Keyboard III can satisfy piano proficiency requirements for undergraduate Music majors.



**MUAC 1163 Theory at the Keyboard III (4 Credits)**

This course is the third of a year-long sequence of MUAC 1161-1163 Theory at the Keyboard I-III. The purpose of the class is for students to develop and apply theoretical concepts through piano playing. Each quarter, students will play chords, scales, intervals, and analyze short pieces on a regular basis. By the end of the year, students will be able to sight-read, transpose, harmonize a melody, and improvise at the piano. Students will also gain experience in using the piano as a tool for composition and arranging. Successful completion of MUAC 1163 Theory at the Keyboard III can satisfy piano proficiency requirements for undergraduate Music majors.

**MUAC 1189 Jazz Performance Techniques (2 Credits)**

Individual study of Jazz performance techniques in a directed study environment.

**MUAC 1190 Jazz at the Keyboard (4 Credits)****MUAC 1211 Music Technology (4 Credits)**

This course is a one quarter survey exploring inventive ways today's musician/creative can incorporate technology as competitive advantage in their future careers. Musicians must be aware that emerging and disruptive technologies are moving faster than they can be assimilated. This course accelerates student functionality by providing a practical and hands-on approach to web-based professional resources, notation software, MIDI sequencing and electronic instruments, digital audio and video applications, and the laptop as a performance instrument. The course spends significant time on professional development including the design of web based promotional materials. Although tailored for music majors, this course is open to, and often taken by, non-majors.

**MUAC 1920 Basic Conducting (2 Credits)**

Introduction to techniques of conducting; a basis and prerequisite for specialized courses in choral, orchestral, and wind conducting. Prerequisites: MUAC 1001, MUAC 1002, MUAC 1003, MUAC 1020, MUAC 1021, and MUAC 1022.

**MUAC 1988 Study Abroad Resident Credit (0-18 Credits)****MUAC 2004 Music Theory II (2 Credits)**

The Fall quarter of Theory II reviews common musical progressions and places them in the context of phrase structures such as the period and the sentence.

**MUAC 2005 Music Theory II (2 Credits)**

The Winter quarter of Theory II introduces tonicization, modulation, and other chromatic techniques and applies these topics to binary forms and art song.

**MUAC 2006 Music Theory II (2 Credits)**

The Spring quarter of Theory II adds additional chromatic harmonies (e.g., Neapolitan triad) and examines complete movement forms, including ternary, rondo, and sonata forms.

**MUAC 2020 Aural Skills II (2 Credits)**

Dictation and sight singing of melodic, harmonic and contrapuntal examples from common practice period.

**MUAC 2021 Aural Skills II (2 Credits)**

Dictation and sight singing of melodic, harmonic and contrapuntal examples from common practice period.

**MUAC 2022 Aural Skills II (2 Credits)**

Dictation and sight singing of melodic, harmonic and contrapuntal examples from common practice period.

**MUAC 2051 Musicology: Foundations of Musicology (3 Credits)**

This course introduces students to "doing musicology." The theme is "beyond the boundaries": music is rarely neat and tidy; it defies the stereotypes, and it spills over its borders. To highlight this perspective, we focus on pieces that bring to the surface contemporary American society's code words for going beyond the boundaries: sex, drugs, and rock 'n' roll. Students develop two skills: articulating what they are hearing and connecting different approaches to understanding music (including musical style, musical structure, history, context, reception, historiography, performance practice, and music in and as culture). The course provides a rigorous background for all the following quarters of musicology coursework, which may include Western art music from the medieval period through the present, jazz and commercial music, and music from other cultures around the world. Prerequisite for music majors: MUAC 1002 or MUAC 1014.

**MUAC 2052 Musicology: Medieval And Renaissance Music (3 Credits)**

Through the study of selected vocal and instrumental works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 800 to c. 1600. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2053 Musicology: Baroque Music (3 Credits)**

Through the study of selected vocal, instrumental and operatic works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1600 to c. 1750. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2054 Musicology: Classical Music (3 Credits)**

Through the study of selected vocal, instrumental and operatic works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1750 to c. 1820. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2055 Musicology: Romantic Music (3 Credits)**

Through the study of selected vocal and instrumental works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1830 to c. 1890. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2056 Musicology: Modern Music (3 Credits)**

Through the study of selected vocal and instrumental works, this course explores the musical style, performance practice issues and the historical context of Western European music from c. 1890 to the present. Scores, recordings, primary sources and secondary sources accompany the textbook. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2057 Musicology: Introduction to World Musics (3 Credits)**

This course is designed as an introduction to select world music traditions and to ethnomusicology, a discipline many define as the study of music in culture. We focus on three world areas: North India, Brazil, and Senegal. For each of these units, we examine various genres and musical systems and explore music's connection to ritual, belief, aesthetic ideals, politics, and social organization, asking what makes music meaningful for practitioners and audiences. Lectures and discussions are supplemented by regular guest lecture-demonstrations, films and hands-on workshops. Because students interpret the musical works as they represent the ideas and artifacts of human culture and analyze the connections between these and varied human experiences and perceptions of the world, this course may be used to partially fulfill the general education requirement Analytical Inquiry: Society and Culture. Prerequisite for music majors: MUAC 2051.

**MUAC 2058 Jazz and Commercial Music History and Repertoire I (1900-1955) (3 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2059 Jazz and Commercial Music History and Repertoire II (1955-Present) (3 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2060 Introduction to Electronic Music/Synthesizer Programming (4 Credits)**

In this class students will learn how to create musical sounds using music synthesizers. Most modern synthesizers, whether hardware or software, are designed after paradigms established by designers of the modular analog synthesizer systems of the late 1960's (Moog, Buchla, et al.). A basic foundation of the physics of sound and electricity will comprise the first module of the course. After that follows an in depth program of training in the creation of sound using a modern modular analog synthesizer (ModCan) as well as free, open source modular synth emulation software (VCV Rack). Students will learn synthesis techniques from a historical perspective including but not limited to subtractive, additive, FM, wavetable, sample based, and granular. Modularity will be emphasized as mastery of this approach makes it possible to quickly learn any existing hardware or software synthesizer. After this class the successful student will be proficient on a wide variety of devices real and virtual, on the DAW of their choice. This proficiency will empower students who record and produce their own music in electro-acoustic, rock, or EDM genres. Class format will be lecture/lab. Students will be expected to conduct independent research and learning and contribute to class discussions. Grading will be based on the quality of your work and the quality contribution to class discussions as evidence of diligence in your independent study.

**MUAC 2061 Sound Synthesis and Electronic Music Production (4 Credits)**

In this course students will learn to create original musical and non-musical sound using virtual as well as analog and digital modular and stand-alone synthesizers. Topics include timbre creation, extensive control of parameters via MIDI plus analog patching, multi-device synchronization, MIDI and analog sequencing as well as recording, mixing, and mastering in stereo and surround in an electronic music production context. The course covers studio production as well as live performance and improvisation techniques. A software platform such as Ableton Live will be used in the class.

**MUAC 2062 Audio Engineering and Production I (4 Credits)**

In this course students will learn the foundational skills necessary to begin producing professional-quality music and sound recordings using industry-standard digital audio workstation (DAW) software. Specific attention will be given to monophonic, stereophonic, and multi-track recording and production techniques for spoken word, sound design, and classical, jazz, and popular music genres. Course content includes in-depth coverage of recording, processing, mixing, and mastering techniques, plus use of microphones, equalization, dynamics processing, effects, and mix automation. Additional topics include an introduction to MIDI (Musical Instrument Digital Interface) and use of virtual instruments and synthesis plugin software for music production. Students will use their own laptop computers but will also have access to on-campus audio production studios.

**MUAC 2063 Computer Music: Programming, Performance, and Production (4 Credits)**

In this course we will explore ways of using the Max/MSP programming environment for music- and multimedia-oriented interactive performance, composition, and improvisation including synthesis and live processing of music, sound, and video. Through learning various programming tools and techniques, students will acquire skills and direction necessary to complete an original final composition or interactive performance project. Generative techniques involving machine learning and AI will be introduced.

**MUAC 2067 Audio Practicum (1-4 Credits)**

Clinical training in audio recording and sound reinforcement for bachelor of music audio production concentration majors.

**MUAC 2068 Songwriting Workshop (2 Credits)**

Songwriting can connect our deepest sense of self to others through the art of emotive expression and the craft of creative communication and collaboration. This course focuses on growth, engagement, and connection through real-life experience, practice, and performance. Included are creative assignments, in-class performances, community performances, and recording and producing an original song in the Lamont School of Music recording studio.

**MUAC 2189 Jazz Performance Techniques (2 Credits)**

Individual study of jazz performance techniques in a directed study environment.

**MUAC 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2251.

**MUAC 2260 Music, Race, and Ethnicity in Latin America (4 Credits)**

In this class, music-culture is a medium to understand how people in Latin America maintain religions, strengthen social relations, and negotiate their racial and ethnic identities in the context of social inequality, racial discrimination, and land disposition. Concepts such as mestizaje, creolization, and "blackness" will be examined in the context of nation formation, the inheritance of colonialism, and the spread of neoliberalism while students will engage critically in readings coming from ethnomusicology, anthropology, ethnic and racial studies, as well as history, and geography. The lectures are multimedia, including visiting performers and speakers. As such, this class is a great introduction to explore music-culture, race, and ethnicity in Latin America. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUAC 2413 Vocal Literature Survey I: Italian and English Composers (1 Credit)**

This course is a Vocal Literature Survey of Art Songs in English, Italian, concentrating on the works of composers of the 18th century, the Romantic Era (19th century), and composers of the 20th and 21st centuries.

**MUAC 2414 Vocal Literature Survey II: German and French Composers (1 Credit)**

This course is a Vocal Literature Survey of Art Songs in German and French, concentrating on the works of composers of the 18th century, the Romantic Era (19th century), and composers of the 20th and 21st centuries.

**MUAC 2415 Acting and Movement for the Stage I (2 Credits)**

In this beginning course, students develop a basic understanding of stagecraft, and stage terminology. Various skills that are taught in successive quarters, such as theatre games, body movement, character research, and audition techniques, are introduced at this time. Body movement and specific dance forms used in opera will be discussed as well as monologue and scene work.

**MUAC 2416 Acting and Movement for the Stage II (1 Credit)**

In this continuing course, students develop a more advanced understanding of stagecraft and stage terminology. Various skills that are taught in successive quarters, such as theatre games, body movement, character research, and audition techniques, are introduced at this time. Body movement and specific dance forms used in opera will be discussed as well as monologue and scene work. Prerequisites: Acting and Movement I (MUAC 2415).

**MUAC 2820 Introduction to Piano Pedagogy I (2 Credits)**

Philosophy and psychology of teaching, basic skills in recognition of students' strengths and weaknesses, assessing musical and technical abilities, problem solving; in-class opportunities to teach followed by critical analysis; related readings, projects. Required for piano pedagogy majors.

**MUAC 2821 Introduction to Piano Pedagogy II (2 Credits)**

Philosophy and psychology of teaching, basic skills in recognition of students' strengths and weaknesses, assessing musical and technical abilities, problem solving; in-class opportunities to teach followed by critical analysis; related readings, projects. Required for piano pedagogy majors.

**MUAC 2940 Choral Conducting (2 Credits)**

Beginning course in choral conducting. Fall quarter only.

**MUAC 2950 Orchestral Conducting (2 Credits)**

Discussions of and exercises in score study, interpretation, and techniques associated with orchestral conducting. Includes practical experience conducting orchestral repertoire. Prerequisite: MUAC 1920 Basic Conducting. Spring quarter only.

**MUAC 2970 Wind Conducting (2 Credits)**

Beginning course in wind conducting. Winter quarter only.

**MUAC 2988 Study Abroad Resident Credit (0-18 Credits)****MUAC 3002 Form and Analysis (4 Credits)**

Analysis of structural elements and stylistic features in solo, chamber and orchestral literature from 1600 to present. Prerequisite: MUAC 2006.

**MUAC 3006 Post-Tonal Theory: Mode/Rhythm (4 Credits)**

Works of Stravinsky, Bartok, Satie, Debussy, and others are studied, employing various transformational theories, diatonic set theory, and 20th-century metric theories. Prerequisite: completion of Music Theory I and Music Theory II sequences.

**MUAC 3007 Post Tonal Theory and Analysis: Set Theory and Serialism (4 Credits)**

This course has two components: (1) A study of selected analytical techniques for post-tonal music, primarily pitch-class set theory and twelve-tone (serial) theory; (2) Analysis of representative works from the twentieth century, focusing on the music from the first half of the century (Schoenberg, Berg, Webern, Stravinsky, and Bartok). Six credits of Theory 2 or permission of instructor required. Cross listed with MUAC 4007.

**MUAC 3008 Modal Counterpoint, Renaissance Vocal Style (4 Credits)**

This course teaches students to compose vocal music in the Renaissance style. After surveying species counterpoint, students learn imitative techniques en route to composing three- and four-voice texted pieces. Cross Listed with MUAC 4008.

**MUAC 3009 Pedagogy of Music Theory (4 Credits)**

Materials, devices, techniques of teaching theory. Students must have successfully completed undergraduate music theory or passed graduate review theory. Cross listed with MUAC 4010.

**MUAC 3014 Music-Theoretical Approaches to Popular Music (4 Credits)**

This course is an environment for engaging with generating music-theory scholarship on popular music. "Popular music" in this context refers to commercially successful music (e.g., hip-hop, rock, pop, country, etc.) as well as the predecessors of those genres (e.g., bluegrass, funk, soul, etc.). The course surveys a scholarly ecosystem that includes both analytical methods designed for older repertoires as well as newer methods that engage popular music's current particularities. These methods explore form, rhythm and meter, timbre, modality, harmony, race & ethnicity, gender & sexuality, interaction & improvisation, music instrument studies, text expression, multimedia, music & technology, philosophical concerns of ontology and groove, and more. The structure of the course is not set by the instructor in advance. Rather, the instructor and individual students will devise a grading contract in the first week that guides the topics in which the students will complete their work. The aim of the work is the further students' scholarly agendas and improve their capacity to read and present secondary scholarship, write and present their own scholarship, transcribe music, and provide feedback to their peers. Cross Listed with MUAC 4014.

**MUAC 3023 Rhythm & Meter in Music (4 Credits)**

Rhythm pertains to experienced or measured durations in music. Meter pertains to the cyclic organization of music's durations. A hegemonic view of meter emerged in music theory and related disciplines in the mid-20th century, one most appropriate to Western classical music and, to a lesser extent, Anglo-American popular music. This view holds that meter "in music" consists of (1) hierarchically arranged beats (2) whose durations are nominally equivalent and (3) whose onsets among coordinated musicians are nominally aligned. This course examines rhythm and meter by interrogating three components of the standard view of the topic. Looking at Western classical music, but also traditional and commercial music from Africa and the African diaspora, we will explore the nature of meter and rhythm in music where durations might not be arranged hierarchically, of equal length, or aligned.

**MUAC 3024 Introduction to Tonal Analysis (4 Credits)**

This course introduces students to various types of musical analysis for tonal music that are more advanced than what is introduced in first- and second-year music theory. Prerequisites: MUAC 2006 and MUAC 2022.

**MUAC 3025 Topics in Analysis: Brahms (4 Credits)**

This course explores a variety of analytical techniques used to understand the compositions of Brahms. We examine works by musicologists and theorists such as Allen Forte, Walter Frisch, Arnold Schoenberg, Carl Schachter, and David Lewin. Issues discussed include developing variations, rhythm, form, and ambiguity in Brahms. We cover a wide range of repertoire, ranging from piano works to choral works to symphonies.

**MUAC 3026 Sonata Form (4 Credits)**

This is a team-taught course on the topic of "sonata form," one of the central musical structures in classical Western art music, from Mozart to Brahms and beyond. The course will feature a dialogue between history, analysis, and performance, reflected in class activities at multiple levels.

**MUAC 3027 Arranging for the Classical Musician (4 Credits)**

Music initially created for one context becomes music for a new context through the art of arranging. How much of your professional life will you spend performing or teaching arrangements? Have you ever thought about writing your own? Is an arrangement automatically less worthwhile, or can it ever surpass the quality of the original? Class sessions will be spent studying arrangements of music by Bach, Björk, Chopin, Michael Jackson, Mahler, et al. as arranged by Brahms, Jacob Collier, Gil Evans, The Piano Guys, Ravel, and others. Students will also receive individual guidance as they plan, write, and perform arrangements of pieces and songs of their choice.

**MUAC 3030 Seminar-Performance Psychology (2 Credits)****MUAC 3058 Audio Production III (4 Credits)**

This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as on-site training at Lamont School of Music performances. This is the second sequence in the audio production concentration.

**MUAC 3059 Audio Production II (4 Credits)**

This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as on-site training at Lamont School of Music performances. This is the first sequence in the audio production concentration.

**MUAC 3060 Extra-Musical Roles of the Music Director (1 Credit)**

Under the supervision and guidance of the director of orchestral studies, students will gain hands-on, actual experience with many of the non-musical tasks that conductors face. These experiences will include managing orchestra personnel, librarian activities, running auditions, and recruiting. Open only to Artist Diploma in orchestral conducting students.

**MUAC 3061 Audio Production I (4 Credits)**

An introduction to analog and digital synthesis, MIDI sequencing, and DAW software.

**MUAC 3064 Audio Production IV (4 Credits)**

This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as on-site training at Lamont School of Music performances. This is the third sequence in the audio production concentration.

**MUAC 3065 Audio Production V (4 Credits)**

This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as onsite training at Lamont School of Music performances. This is the fourth sequence in the audio production concentration.

**MUAC 3066 Audio Production VI (4 Credits)**

This course is an advanced seminar wherein students propose and execute complex, professional level audio production projects toward the goal of establishing a professional audio production portfolio. Students may also incorporate pre-production work in preparation for the audio production concentration senior project. Students serve as engineers and producers at Lamont School of Music recording sessions and live performances.

**MUAC 3089 Model Composition (4 Credits)**

Students in this course deepen their understanding of musical styles and techniques by composing works that imitate major composers before 1900. Music by each student is performed in a final recital. Prerequisite: Tonal Counterpoint, equivalent coursework from another institution, or permission of instructor. Cross listed with MUAC 4090.

**MUAC 3092 The Business Side of Music (4 Credits)**

A personal and clinical approach to developing music business skills and strategies.

**MUAC 3106 The Dynamic Body: Foundations in Movement Methods and Body Awareness Principles (2 Credits)**

An introduction to fundamental body awareness principles in relationship to physical performance skills for vocal performance majors. Methods for heightening kinesthetic awareness will be learned in the form of movement explorations, improvisations, structures, and learned phrases to gain somatic insight into the performer's sense of verticality in all places and dimensions of space. The concepts of the body in motion will be a primary context and focus for the progression of studies or 'études,' and for the reflective and analytical processes that include observation, journaling, discussion and peer commentary. Studio activities in solo, partnering, and group work will further the student's knowledge of how to become more responsive, expressive, and communicative when interacting with the surrounding environment and with others. Integrated with the body-mind practice and theoretical study, students will be encouraged to inquire, examine and articulate possible philosophies regarding why the mastery of the performer's physical body requires an essential sense of discipline that is cultivated in the performing arts, and how the somatic practices being investigated can serve his/her performance presence and support one's vocal training and health for the long-term.

**MUAC 3121 Seminar in Music Theory (4 Credits)**

Seminar in Music Theory focuses on special topics chosen by faculty members. Students should expect rigorous course work and a final project or paper. Cross listed with MUAC 4121.

**MUAC 3124 Composition Seminar (1 Credit)**

Composition Seminar focuses on the reading and performance of modern scores by Lamont and recognized composers. Any student composing music or wishing to perform new compositions at Lamont may register and participate. Requirements for composers include the completion, rehearsal and performance of a piece of music at the New Music Ensemble concert each quarter. Non-composers are required to rehearse and perform at the New Music Ensemble concert. Composers enrolled in the ensemble may be required to play compositions submitted as well.

**MUAC 3161 Topics in Modern Opera (4 Credits)**

This course involves the close study of selected twentieth- and twenty-first-century operas, their respective musical styles and their videotaped performances. This study will include such issues as opera and film, opera libretto criticism, and the personal and public politics of the opera.

**MUAC 3165 Music Theater Survey (2 Credits)**

A historical overview of the American Broadway musical, performance technique, audition preparation and repertoire. Must be prepared to sing and perform.

**MUAC 3166 Music Theater Survey II (2 Credits)**

Fundamentals of music theater performance will be addressed through readings of the text, "Acting in Music Theater" by Joe Dee and Rocco dal Vera. Application of these techniques through performance of musical theater literature will be incorporated during the last number of weeks. Additionally, we will highlight prominent composers and their works throughout the quarter.

**MUAC 3212 Digital Music Creation (4 Credits)**

In this course, students will create, produce, and present their own digital music. Using one of the industry's leading digital music creation platforms (such as Ableton Live), students will learn the history of electronic music creation, create their own digital music portfolios, become familiar with relevant copyright issues, and oversee public performances of their music.

**MUAC 3240 Vocal Pedagogy I (1 Credit)**

Psychological and physical aspects of teaching of singing.

**MUAC 3241 Vocal Pedagogy II (1 Credit)**

Psychological and physical aspects of teaching of singing.



**MUAC 3243 Recitative in Opera (2 Credits)**

Working as a professional singer your proficiency with recitative should be high. Though a major part of many operas recitative is still often overlooked as a skill set. Through this course we will explore several different approaches to recitative from various compositional styles and time periods.

**MUAC 3282 Suzuki Violin Seminar II (2 Credits)****MUAC 3283 Suzuki Violin Seminar II (2 Credits)****MUAC 3284 Suzuki Violin Seminar II (2 Credits)****MUAC 3439 Teaching Note Reading (2 Credits)****MUAC 3460 Suzuki Cello Practicum (1 Credit)**

The Suzuki Cello Practicum is designed to give the students enrolled in the Suzuki Seminar classes a forum to practice teaching using the pedagogical points and philosophy covered in the seminar classes. The course will also include some lecture and discussion on developing teaching strategies for effective technical development and communication in lessons.

**MUAC 3463 Suzuki Cello Seminar I (2 Credits)****MUAC 3464 Suzuki Cello Seminar I (2 Credits)****MUAC 3465 Suzuki Cello Seminar I (2 Credits)****MUAC 3466 Suzuki Cello Seminar II (2 Credits)****MUAC 3467 Suzuki Cello Seminar II (2 Credits)****MUAC 3468 Suzuki Cello Seminar II (2 Credits)****MUAC 3470 Suzuki Violin Seminar I (2 Credits)**

Comprehensive study of Suzuki philosophy, repertoire and teaching techniques for violin. Offered fall, winter, and spring quarters. May be repeated for credit.

**MUAC 3471 Suzuki Violin Seminar I (2 Credits)**

Comprehensive study of Suzuki philosophy, repertoire and teaching techniques for violin. Offered fall, winter, and spring quarters. May be repeated for credit.

**MUAC 3472 Suzuki Violin Seminar I (2 Credits)**

Comprehensive study of Suzuki philosophy, repertoire and teaching techniques for violin. Offered fall, winter, and spring quarters. May be repeated for credit.

**MUAC 3477 Suzuki Violin Practicum (1 Credit)**

The Suzuki Violin Practicum is designed to give the students enrolled in the Suzuki Seminar classes a forum to practice teaching using the pedagogical points and teaching philosophy covered in the seminar classes. The course will include some lecture focusing on teaching strategies for effective technical development and effective communication in the lessons. Prerequisite: MUAC 3470.

**MUAC 3492 History of Opera: From Monteverdi to Minimalism and Beyond (4 Credits)**

This seminar course surveys the history of opera from the invention of the genre c. 1600 to the present day. In addition to assigned excerpts, students view three complete operas during the quarter. Primary and secondary source readings supplement the required text and class lectures. Students write a research paper that may examine some aspect of a particular opera or that may compare a particular aspect found in several operas. With the prior consent of the instructor, students may submit an alternative final project, one that combines performance with some form of written work.

**MUAC 3493 Approaches to American Popular Music (4 Credits)**

We explore a number of topics involved in the study of popular music, including tensions between analytical and cultural approaches; issues of race, class, and gender; and constructions of authenticity and personae. Listening and reading are wide-ranging, encompassing diverse styles. The course concludes with individual research projects and presentations on topics students choose and develop.

**MUAC 3494 Music and Belief in World Cultures (4 Credits)**

How does music affect religious experience and how does religion shape musical practice? Why is music vital in some religious rituals and expressly banned in others? If humans use music to create, reflect, and comment upon the worlds they experience and imagine, then the use of music in religious practice is among its most powerful and ephemeral. Students are introduced to a wide range of musical traditions and their relationship to many of the world's religions, including Islam, Judaism, Christianity, Buddhism, Hinduism, Native American belief and the religious practices of Africa and its diaspora. Readings, lectures and discussions are supplemented by guest lecture demonstrations, film/video screenings and hands-on workshops. Prerequisite: Junior or senior standing required; sophomores allowed with instructor approval.

**MUAC 3497 Studying Music in the Field: Theory and Method in Ethnomusicology (4 Credits)**

This course introduces issues that motivate ethnomusicological research and techniques for carrying out fieldwork, the ethnographic method which has largely come to define the discipline. Our primary texts include Bruno Nettl's classic text, *The Study of Ethnomusicology*, and *Shadows in the Field*, a seminal volume of essays discussing ethnomusicological fieldwork. This course also involves hands-on experience in some of the major fieldwork techniques, including field observation and writing fieldnotes, musical transcription and interviewing. This course culminates in a field research project in a Denver musical community determined in consultation with the professor. Note: this course is not open to freshman; sophomores with permission of instructor.



**MUAC 3498 Music, Dance, and Everyday Life in South Asia (4 Credits)**

This course serves as an introduction to a diverse array of performance traditions from the South Asian subcontinent. We examine the significance of music and dance in everyday life, the influence of media technology, and the relationship of performance to issues such as caste, gender, nationalism and globalization. Class discussions are supplemented by guest lectures, hands-on workshops and film screenings. Our study of music outweighs that of dance, and a music background is strongly encouraged. This course is not open to first-year students. Sophomores allowed with instructor approval.

**MUAC 3499 Topics in Musicology (4 Credits)**

This course focuses on particular musicology topics determined by the instructor. Course materials may include primary and secondary source readings, theoretical writings from other disciplines, a variety of listening assignments, film/video screenings, guest lecture demonstrations, and hands-on workshops. Students are expected to participate in class discussions and may be asked to write short response papers and/or to give short oral presentations. The course concludes with individual research projects, presented orally and in written form, on topics chosen and developed in consultation with the instructor. Expectations for graduate students enrolled in the course are commensurate with their training and background as compared to undergraduates enrolled in the course. In some cases, with the prior consent of the instructor, students may choose to combine performance with the final research project. Prerequisite: Junior standing.

**MUAC 3502 Gender & Genre in World Music (4 Credits)**

How are concepts of "maleness," "femaleness" and other gendered categories constructed, maintained, and contested through musical performance? This course examines the issues explored and debated in recent studies of gender relation to music of various cultures including Western art music, popular music, and other world genres. We focus on reading and discussion of ethno-musicological and anthropological ethnographies, musicological studies focusing on gender and theoretical writings from gender and women's studies. Lectures and discussions are supplemented by guest lecture-demonstrations, film/video screenings and hands-on workshops. This course is not open to freshman. Sophomores can register with instructor approval.

**MUAC 3511 Mahler and Musical Culture (4 Credits)**

We explore Gustav Mahler's life, historical context, and music, all in relation to one another. The focus is on recent and important scholarly approaches to this conductor and composer. The course concludes with individual research projects and presentations on topics students choose and develop.

**MUAC 3512 Stories of Music History (4 Credits)****MUAC 3513 Wagner and the Ideology of the Artwork (4 Credits)**

We explore Richard Wagner's music dramas, particularly the Ring operas, as well as theories and ideologies surrounding them. The focus is on recent and important scholarly approaches. The course concludes with individual research projects and presentations on topics students choose and develop.

**MUAC 3515 Introduction to Baroque Performance Practice (2 Credits)**

This class serves to familiarize musicians with the stylistic parameters, aesthetic principles, and performing techniques common in Western art music of the Baroque era (ca. 1600–1750), as well as the historical and cultural context of the period. Students will learn how to apply these performance guidelines to their own interpretation of Baroque music.

**MUAC 3520 Topics in Baroque Music (4 Credits)**

Through the study of selected Baroque instrumental, vocal and operatic works, this seminar course considers various approaches to performance practice issues such as "authenticity," the "historically informed" performance, period instruments, ornamentation, continuo realization, and editing. Facsimile editions and primary and secondary source readings serve as the texts for the course. Students write a research paper that examines some aspect of Baroque music with an emphasis on performance practice. With the prior consent of the instructor, students may submit an alternative final project, one that combines performance with some form of written work.

**MUAC 3521 Topics in World Music (4 Credits)****MUAC 3536 Topics in Hindustani Music (4 Credits)**

This course explores the melodic system (raga) and rhythmic system (tala) of Hindustani music, the classical music of North India. These conceptual frameworks act both as sound structures to be realized in improvised performance and as aesthetic entities manifested in the related traditions of dance, iconography, and film. A major emphasis of this course is developing an understanding of raga and tala as musical structures through intensive listening as well as practical instruction. Accordingly, each class incorporates hands-on music-making through singing, rhythmic exercises, and/or dance. By the end of the term, students will become familiar with several ragas and talas and the stages by which they are developed in performance. A second, equally important objective is to learn to appreciate ragas as aesthetic entities. We analyze their musical characteristics as well as the "extra-musical" characteristics of sentiment (rasa), performance time and/or season and iconographic associations (ragamala painting). Must be at least junior standing or obtain instructor approval.

**MUAC 3537 Crouch, Hawkins, and Smallwood: Three Pioneers in Contemporary Gospel Music (4 Credits)**

Andraé Crouch, Walter Hawkins, and Richard Smallwood have each influenced the course of black gospel music for the last 50 years. Through listening to recordings, watching video performances, score analysis, readings, performance, and improvisation, this course will examine the music of these unique composer/performers and how their contributions have impacted black gospel music. Rather than simply read about and analyze the music, students will play the music of these composers and literally have hands-on experience with the colors and textures of the music that has shaped church music and the gospel music industry for the last five decades.

**MUAC 3538 Psalms, Hymns, and Spiritual Songs: The Music of the African American Worship (4 Credits)**

This course is an experiential exploration of the spirituality of African-American sacred song. Participants will sing, consider the history of the music and explore their own connection to the songs, as well as the inspiration and challenge these songs may offer to present and future communities. Cross listed with MUAC 4537.

**MUAC 3539 Music, Politics, and Policy (4 Credits)**

This course examines the ways in which policies and politics engage with popular, jazz, folk, and classical musics around the world. Students will explore contemporary and historical cases in which governments and NGOs foster, transform, reject, and otherwise use musics to promote their own ideas about local economies, national cultures, diplomacy, democracy, innovation, cultural diversity, and even criminal law. We ask, can music promote peace? Democracy? How? How do governments create local and national music scenes? Which local and national cultures do they promote and protect? To what end? We look at how the Cuban government has embraced rap music as emblematic of the nation's revolutionary ethos; how the United States government used jazz as a diplomatic tool during the Cold War; how NGOs in Israel and Palestine used popular and classical musics to promote peace and understanding; how American courts have used rap music as evidence in criminal cases; and how funding and intellectual property laws impact musical ownership, tradition, innovation, and creativity. Cross listed with MUAC 4539.

**MUAC 3544 Music and Activism (4 Credits)**

In many times and places, people around the world sing, chant, and drum in the streets. Their lived experiences don't line up with the equality and opportunity their governments claim to champion. Music is an integral part of their advocacy work. They play and sing as they draw attention to injustices, foster cohesion and community, communicate messages (both covertly and forcefully), express pain, joy and pride, energize and sustain themselves, as well as (de)humanize themselves and others. This course explores the special place music has in activism around the world. We examine protest movements such as the South African anti-apartheid movement, the American Abolitionist and Civil Rights movements, American/European White Nationalist movements, the Arab Spring, and the worldwide Black Lives Matter movements. We will explore community music projects with social justice agendas such as Youth on Record, The Spirituals Project, and the West-Eastern Divan Orchestra. We ask, why is music a particularly important part of activist work? What special place does it have? How is it used for both good and bad? For community mobilization, peace, and violence? Drawing on the fields of ethnomusicology, musicology, and cultural policy, we explore music, not just as a means to achieve certain ends, but as integral to the way humans position themselves in the world and advocate for themselves and others. Cross listed with MUAC 4540.

**MUAC 3545 The Making of Romantic Music: Paris and Leipzig in the 1830s (4 Credits)**

With a view to identifying the various interdisciplinary factors that led to the making of romantic music, this seminar course focuses on musical life in Paris and Leipzig in the 1830s. Specific attention is paid to the music of Chopin, Berlioz, Mendelssohn, and Robert and Clara Schumann and the personal and musical connections between these composers. Primary and secondary source readings serve as the texts for the course. Students write a research paper that examines some aspect of music and/or musical life in the 1830s. With the prior consent of the instructor, students may submit an alternative final project, one that combines performance with some form of written work.

**MUAC 3578 Advanced Composition (4 Credits)**

Advanced composition with students composing works of large scope and using a variety of advanced techniques consistent with interests and abilities; emphasis on imagination and originality of personal expression.

**MUAC 3590 Guitar History (4 Credits)****MUAC 3630 Basic Jazz Arranging (2 Credits)**

A study and practical analysis of the foundational techniques involved with composing and orchestrating for small group jazz ensembles. This course will cover the basics of form, notation, and orchestration in the small group jazz idiom, consisting of one to four horns and/or vocals, guitar, piano, bass, and drums.

**MUAC 3650 Orchestral Excerpts-Cello (4 Credits)**

This course will explore excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students will be given a list of excerpts and coached on how to prepare them. They will participate in mock auditions and receive feedback. This course will also address the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

**MUAC 3655 Orchestral Excerpts-Bass (4 Credits)**

This course will explore excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students will be given a list of excerpts and coached on how to prepare them. They will participate in mock audition and receive feedback. This course will also address the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

**MUAC 3660 Orchestral Excerpts-Violin (4 Credits)**

This course will explore excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students will be given a list of excerpts and coached on how to prepare them. They will participate in mock auditions and receive feedback. This course will also address the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

**MUAC 3661 Orchestral Excerpts Viola (4 Credits)**

This course explores excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students are given a list of excerpts and coached on how to prepare them. They participate in mock auditions and receive feedback. This course also addresses the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

**MUAC 3662 Orchestral Studies for Brass (2 Credits)**

Study of orchestral literature brass players are likely to be asked to play at auditions for professional orchestras. Undergraduate participants should have passed their Sophomore Proficiency jury with distinction.

**MUAC 3663 Orchestral Excerpts, Viola II (4 Credits)**

Companion course to Orchestral Excerpts Viola I, this section expands the repertoire list beyond the standard works used for auditions today. In addition to further honing basic requisite material from section I, students study and prepare less frequently required works and principle viola solo repertoire. There is more extensive discussion of the audition process and mock auditions as a part of the course. While it is advised and preferable that students complete the first section of this course it is possible to take the course with the approval of the instructor.

**MUAC 3677 Bow Art Ensemble (0-1 Credits)**

The Bow Art Ensemble explores the study and rehearsal of traditional and contemporary chamber orchestra repertoire, history, and culture, to be led in conjunction with Lamont performance faculty and guest artists. Students will receive instruction on proper techniques, musical styles, study of traditional and contemporary collaborative leadership and democratic approaches to performing in a conductor-less ensemble.

**MUAC 3682 Topics-Orchestral Repertoire (4 Credits)**

We explore the history of the orchestra and orchestral literature from the baroque through modern eras, and examine a number of test cases in which conventional understanding has been challenged in recent years. The course concludes with individual research projects and presentations on topics students choose and develop.

**MUAC 3684 Choral Literature I (2 Credits)**

This course is an analysis of the development of choral repertoire from the Middle Ages through the Baroque era.

**MUAC 3686 Choral Pedagogy I (2 Credits)**

The Choral Pedagogy course focuses on effective choral methods and techniques indigenous to primary schools of thought that have risen to prominence or have proven successful in practice and performance throughout the last 50 years in the academic and professional choral idiom. Through study and analysis of selected works by various composers, effective teaching techniques are explored in performance practice and style interpretation.

**MUAC 3688 Choral Pedagogy II (2 Credits)**

The Choral Pedagogy course focuses on effective choral methods and techniques indigenous to primary schools of thought that have risen to prominence or have proven successful in practice and performance throughout the last 50 years in the academic and professional choral idiom. Through study and analysis of selected works by various composers, effective teaching techniques are explored in performance practice and style interpretation.

**MUAC 3689 Choral Literature II (2 Credits)**

This course is an analysis of the development of choral repertoire from the Classical period until the present day. This course is meant to be taken in sequence after Choral Literature I.

**MUAC 3698 Carillon History and Mechanics (4 Credits)**

A survey of the evolution of signal bells into the musical instrument known as the carillon. This subject is often called "campanology." The history will be traced from the 16th century in the Low Countries through modern times in Europe, North America, Australia/New Zealand and Japan. Topics will include bell foundries, bell casting and tuning, bell chambers, playing actions, carillonneurs, carillon schools, carillon organizations, the use of the carillon in its various regions and basic carillon maintenance.

**MUAC 3700 Carillon Repertoire (4 Credits)**

A survey of the music expressly produced for carillon from the earliest times through the present. Categories include automatic music (e.g., De Sany, Wyckaert, Eggert), the earliest compositions for manual play (Van den Gheyn and the Louvain manuscripts of the 18th century), and the 20th-century categories: Flemish, Dutch, French and North American. Mainstream publishers as well as incidental publications will be covered. The labs will focus on analysis through recordings and live performances by participants.

**MUAC 3706 Pedagogy & Repertoire Tuba (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the tuba.

**MUAC 3708 Pedagogy & Repertoire Horn (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the horn.

**MUAC 3710 Carillon Pedagogy I (2 Credits)**

An exploration of the physical and psychological elements that can lead to effective carillon teaching: technique, handling/pedaling ("fingering" on the piano), and developing an attitude that fosters successful performance.

**MUAC 3712 Pedagogy & Repertoire Trombone (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the trombone.

**MUAC 3717 Pedagogy & Repertoire Percussion (4 Credits)**

Teaching techniques and survey of literature and teaching materials for percussion.

**MUAC 3718 Pedagogy & Repertoire Percussion (4 Credits)**

Teaching techniques and survey of literature and teaching materials for percussion.

**MUAC 3719 Pedagogy & Repertoire Percussion (4 Credits)**

Teaching techniques and survey of literature and teaching materials for percussion.

**MUAC 3724 Pedagogy & Repertoire Guitar (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the guitar.

**MUAC 3726 Pedagogy & Repertoire Viola (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the viola.

**MUAC 3727 Pedagogy & Repertoire Viola (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the viola.

**MUAC 3730 Pedagogy & Repertoire Cello (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the cello.

**MUAC 3733 Pedagogy & Rep Double Bass (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the double bass.

**MUAC 3736 Pedagogy & Repertoire Harp (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the harp.

**MUAC 3737 Pedagogy & Repertoire Harp (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the harp.

**MUAC 3738 Pedagogy & Repertoire Organ (2 Credits)**

Teaching techniques and survey of literature and teaching materials for the organ.

**MUAC 3739 Pedagogy & Repertoire Organ (2 Credits)**

Teaching techniques and survey of literature and teaching materials for the organ.

**MUAC 3740 Pedagogy & Repertoire Organ (2 Credits)**

Teaching techniques and survey of literature and teaching materials for the organ.

**MUAC 3742 Pedagogy & Repertoire Trumpet (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the trumpet.

**MUAC 3747 Pedagogy & Repertoire Flute (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the flute.

**MUAC 3748 Pedagogy & Repertoire Flute (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the flute.

**MUAC 3749 Pedagogy & Repertoire Flute (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the flute.

**MUAC 3751 Pedagogy & Repertoire Clarinet (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the clarinet.

**MUAC 3752 Pedagogy & Repertoire Clarinet (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the clarinet.

**MUAC 3753 Pedagogy & Repertoire Saxophone (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the saxophone.

**MUAC 3754 Pedagogy & Repertoire Saxophone (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the saxophone.

**MUAC 3755 Pedagogy & Repertoire Saxophone (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the saxophone.

**MUAC 3757 Pedagogy & Repertoire Oboe (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the oboe.

**MUAC 3758 Pedagogy & Repertoire Oboe (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the oboe.

**MUAC 3761 Pedagogy & Repertoire Bassoon (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the bassoon.

**MUAC 3762 Pedagogy & Repertoire Bassoon (4 Credits)**

Teaching techniques and survey of literature and teaching materials for the bassoon.

**MUAC 3765 Professional Brass Techniques (4 Credits)**

This 4-hour per week course will be divided into a lecture/seminar for two hours and performance practicum for two hours. Topics discussed and performed include orchestral playing, sight reading, practice, solo performance, jazz survival, ornamentation, transposition, and warm-up/maintenance routine.

**MUAC 3801 Introduction to Schenkerian Analysis (4 Credits)****MUAC 3804 Topics in Music (1-5 Credits)****MUAC 3810 Voice Repertoire (2 Credits)**

Styles, periods and traditions of vocal repertoire from earliest music to contemporary compositions.

**MUAC 3811 Voice Repertoire (2 Credits)**

Styles, periods and traditions of vocal repertoire from earliest music to contemporary compositions.

**MUAC 3812 Voice Repertoire (2 Credits)**

Styles, periods and traditions of vocal repertoire from earliest music to contemporary compositions.

**MUAC 3822 Piano Repertoire I (2 Credits)**

Performance and analysis.

**MUAC 3823 Piano Repertoire II (3 Credits)**

Performance and analysis.

**MUAC 3824 Piano Repertoire III (3 Credits)**

Performance and analysis.

**MUAC 3828 Songwriting Exploration I: Pop, R&B, & Hip hop (2 Credits)**

Songwriting Exploration I is an intermediate to advanced level course for songwriting Pop, R&B, and Hip hop styles. This course focuses on developing the skills necessary for writing thought provoking, creative, and fun songs to compete in today's popular music market. Students will learn song forms and creative lyric writing techniques used by successful songwriters to create hit songs. Students will also learn instrumentation, chord progressions, and the importance of rhythms that are commonly heard in the Pop, R&B, and Hip hop genres. This course will involve video and listening examples of classic and modern songs, in-class discussions, online assignments, student collaboration projects, and in-class presentations/performances of original works. Students will also receive online resources on music technology (electronic instruments) and software that current songwriters/producers are using to create basic recordings at home using a computer and DAW (Digital Audio Workstation). During the final week of the course, students will have an opportunity to record their songs in the Lamont recording studio on a pre-scheduled date or record at home.

**MUAC 3829 Songwriting Exploration II (2 Credits)**

MUAC 3829 is an intermediate to advanced level course for songwriting in Contemporary Jazz/Fusion, World, Pop, Rock, and R&B styles. This course focuses on developing the skills necessary for writing thought-provoking and creative songs to compete in today's contemporary and jazz market. Students will analyze more complex song forms, harmony, and creative lyric writing techniques used by successful songwriters. Students will also learn instrumentation, advanced chord progressions, and the importance of rhythms that are commonly heard in the Jazz, World, Pop, Rock and R&B genres. This course will involve video and listening examples of classic and modern songs, in-class discussions, transcription assignments, student collaboration projects, and in-class presentations/performances of original works. Students will also receive online resources on music technology (electronic instruments) and software that current songwriters/producers are using to create basic recordings at home using a computer and DAW (Digital Audio Workstation). During the final week of the course, students will have an opportunity to record their songs in the Lamont recording studio on a pre-scheduled date or record at home. Course Objectives and Relationship to Total Departmental Offerings • Establish and build upon techniques to write creative and compelling lyrics to compete in the modern contemporary music industry • Traditional and modern approaches to songwriting • How to write compelling melodies for lyrics • How to apply advanced harmonic devices and chord progressions to accompany lyrics • Techniques used by successful songwriters past and present • Collaborating with other writers, composers, and producers for projects through interaction with classmates and discussions • Perform works for an audience through in-class performance and other potential performance opportunities • Basic recording techniques for a professional recording studio or home studio • Compose and perform/record 4 songs (undergrad) or 5 songs (graduate) This is a new course being offered by a new faculty member in their area of expertise. This faculty member already offers a 2000 level class in songwriting and recently added the first part of a Songwriting sequence for Winter quarter (covering different writing styles and serving as the prerequisite for this new course). This class is an upper-division class exploring more advanced songwriting techniques and additional styles compared to what was covered in Songwriting Exploration I.

**MUAC 3830 Advanced Jazz Arranging I (2 Credits)**

A study and practical analysis of small to medium jazz ensemble writing with extended instrumentation. Consisting of nonette-style orchestration including orchestral instruments such as horn, tuba, woodwinds, and voice along with extended electronic textures, this course will cover the basics of form, notation and orchestration in the 21st Century hybrid small to medium size jazz ensemble idiom.

**MUAC 3831 Advanced Jazz Arranging II (2 Credits)**

A study and practical analysis of large "studio orchestra" type jazz writing with extended instrumentation. Consisting of medium to full orchestral string section, woodwinds, harp, percussion, brass plus jazz rhythm section, voices, and soloists. Exemplified by such modern ensembles as Snarky Puppy with the Metropole Orchestra, this will be a full studio orchestra with modern 21st Century jazz, rock, and pop sensibilities. String bowings and aspects of dynamic ensemble balances in the studio orchestra will be studied, as well as writing for the harp.

**MUAC 3832 Arranging for Computer-Based Media (2 Credits)**

This course will be an introduction to techniques of composition and arranging music for media, with an emphasis on practical assignments that the student will encounter in the professional world of media composition. Students will learn how to work in collaboration with filmmakers, master techniques of timing and synchronization, use traditional techniques of composition/arranging/orchestration to serve dramatic needs, and work efficiently in the recording studio under time and budget restraints.



**MUAC 3844 The Artist Entrepreneur (2 Credits)**

The Artist Entrepreneur is a course of study that examines the full spectrum of attributes and skills necessary for a student to “survive and thrive” in the every-changing landscape of the 21st Century. With a two-fold approach of examining effective strategies for a “modern artistry mindset” along with extensive case studies of successful 21st Century professionals, this course will offer the student a wide array of important recourses to guide their career. The case study aspect of The Artist Entrepreneur will be based on multiple evaluations of successful artists in the 21st Century in partnership with local presenters. Prerequisite: MUAC 3092.

**MUAC 3845 Writing for The Modern Large Jazz Ensemble I (2 Credits)**

A study and practical analysis of the major methods for writing for the modern large jazz ensemble (big band) as exemplified by Frank Foster, Sammy Nestico, Slide Hampton, Bob Brookmeyer and other modern practitioners. Application of analysis will be in the form of a complete arrangement or original composition for modern big band.

**MUAC 3846 Writing for the Modern Large Jazz Ensemble II (2 Credits)**

A study and practical analysis of the major methods for writing for the modern large jazz ensemble (big band) as exemplified by Bob Brookmeyer, Maria Schneider, Gil Evans, Darcy James Argue, and others. A special emphasis will be placed on creating full works for the large jazz ensemble that uses textures and modern extended form approaches indicative of these artists. Application of analysis will be in the form of a complete arrangement or original composition for modern big band.

**MUAC 3847 Hip-Hop: Theory and Practice (4 Credits)**

Students in this class will examine the socio-cultural, economic, and political significance of hip-hop as a medium of expression for youth around the world. Through analysis of popular writing and media, as well as academic texts, we critically explore issues of race, social justice, masculinity, misogyny, censorship, technology, and intellectual property, as they relate to mainstream and underground hip-hop in America. Having discussed hip-hop's roots in the U.S., the remainder of the quarter will be devoted to tracing hip-hop's global routes.

**MUAC 3860 Basic Jazz Improvisation (4 Credits)**

The study of jazz improvisation techniques and forms. Open to music majors or by instructor permission.

**MUAC 3870 Jazz Improvisation & Composition (4 Credits)**

Improvisational styles of major jazz soloists studied through transcription and analysis of selected recorded jazz solos; scales and modes; rhythmic styles and devices; practice and development of individual student's improvisational technique. Prerequisites: MUAC 1011, MUAC 1012, MUAC 3830.

**MUAC 3910 Orchestration (4 Credits)**

Techniques of instrumental scoring.

**MUAC 3933 Graduate Music History Review (0 Credits)****MUAC 3959 Movement and Expression for Conductors (4 Credits)**

Conductors use their whole body to communicate and elicit successful performances from their ensemble. If you have unnecessary tension or lack of ease in your body, this is communicated unconsciously to your ensemble, hindering quality of performance. Additionally, physical tension can prevent your ability to communicate and think clearly under pressure. This course is an exploration of freedom of movement and the physicality of musical expression. Classes will include group activities in free-movement, dance, acting, keeping your cool, poise, balance, tension release, as well as hands-on instruction applying Alexander technique to your conducting.

**MUAC 3960 Advanced Orchestral Conducting (2 Credits)**

Discussions of and exercises in score study, interpretation, and techniques associated with orchestral conducting. Includes practical experience conducting orchestral repertoire. Required of MM Conducting students with Choral or wind concentrations. Open to other students with permission of instructor. Prerequisite: Permission of instructor (not needed for MM Conducting students with Choral or Wind concentration). Fall quarter only.

**MUAC 3961 Advanced Choral Conducting (2 Credits)**

Conducting complex choral works, including those with instrumental accompaniment; phrasing, interpretation and score reading. Prerequisite: MUAC 2940. Fall quarter only.

**MUAC 3962 Advanced Wind Conducting (2 Credits)**

Conducting complex wind compositions; phrasing interpretation and score reading. Prerequisite: MUAC 2970. Spring quarter only.

**MUAC 3973 Advanced Wind Literature I (2 Credits)**

This course is an overview of wind literature appropriate for junior high school, high school, college and professional programs including strategies in effective programming and creation of appropriate program notes.

**MUAC 3974 Advanced Wind Literature II (2 Credits)**

An in-depth study of successful compositional techniques by prominent composers of wind literature. Prerequisite: MUAC 3973.

**MUAC 3980 Advanced Jazz Improvisation and Composition (4 Credits)**

A three term sequence continuing the in-depth study of the theory, performance practices, style, and history of jazz improvisation and composition. Prerequisite: satisfactory completion of the three terms of Jazz Improvisation and Composition or consent of the instructor.

**MUAC 3988 Study Abroad Resident Credit (0-18 Credits)****MUAC 3990 Internship in Music (0-8 Credits)**

Internship in Music will offer opportunities for music majors to experience actual music related careers within a sponsoring music organization chosen by the student and accepted by the supervising faculty of the School of Music.



**MUAC 3991 Independent Study (1-10 Credits)**

## Music-Ensembles (MUEN)

**MUEN 1701 IPA & Lyric Italian Diction (1 Credit)**

Learn the practical application of proper pronunciation in Italian for singing, a necessary tool for communication with an audience. Preparation for a group Liederabend at the end of the quarter.

**MUEN 1702 Lyric French Diction (1 Credit)**

Learn the practical application of proper pronunciation in French for singing, a necessary tool for communication with an audience. Preparation for a group Liederabend at the end of the quarter.

**MUEN 1703 Lyric German Diction (1 Credit)**

Learn the practical application of proper pronunciation in German for singing, a necessary tool for communication with an audience. Preparation for a group Liederabend at the end of the quarter.

**MUEN 1988 Study Abroad Resident Credit (0-18 Credits)****MUEN 2988 Study Abroad Resident Credit (0-18 Credits)****MUEN 3025 Ensemble Block (3 Credits)**

Ensemble Block can be taken by students who are assigned to multiple ensembles in one quarter without full participation in each group. Instructor permission is required for registration.

**MUEN 3029 Steel Drum Ensemble (0-1 Credits)**

The steel drum music of Trinidad and Tobago as well as other styles of music from around the world are studied and performed by this ensemble. Participation in this ensemble does not require music notation. Participation in the ensemble is limited; therefore, students are selected by a simple audition process.

**MUEN 3037 Vocal Repertoire Combo (0-1 Credits)**

The Vocal Repertoire Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with vocal jazz solo repertoire and performance practices. The combo performs one concert each term on campus and frequent concerts in the community and on tour. Admission is by audition.

**MUEN 3038 Vocal Jazz Combo (0-1 Credits)**

The Vocal Jazz Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with vocal jazz repertoire and performance practices. The combo performs one concert each term on campus and frequent concerts in the community and on tour. Admission is by audition.

**MUEN 3041 North Indian Classical Ensemble (0-1 Credits)**

The arts of India are distinguished by their close interrelationship; rhythm, melody and movement are all encompassed by the term "sangeet." In keeping, DU's North Indian Classical Ensemble is dedicated to the practice of all three of these arts, through singing, rhythmic recitation and dance. Participation in this ensemble involves studying the ornate and highly refined systems of Hindustani music and Kathak dance. No prior experience is necessary; all that is required is a positive attitude and a desire to learn!

**MUEN 3045 Flex Jazz Ensemble (0-1 Credits)**

The Flex Jazz Ensemble is a modern jazz group with open-ended instrumentation. The ensemble consists of traditional jazz instruments and vocalists as well as nontraditional jazz instruments (such as double reed, French Horns, strings, etc). While there is no specific instrumentation for the ensemble, the core of the group will always be the traditional modern jazz rhythm section: piano (keys-synth), bass (acoustic and electric), drums (plus an extra percussionist as needed), and guitar (hollow body and Stratocaster-styles with the full range of pedals and gear. With the addition of non-traditional instrumentation, the ensemble reaches out to the classical side of Lamont to give those students a jazz opportunity. Along with the regular fare of programmed concerts, this ensemble also provides opportunities to other departments (theatre, creative writing, studio art, EDP, etc) to incorporate their disciplines in performances.

**MUEN 3046 Indonesian Music Ensemble (0-1 Credits)**

This class provides a practical and theoretical introduction to Indonesian performance traditions from the islands of Bali and Java. Through hands-on instruction and oral transmission, students will learn a variety of gamelan (gong/chime ensemble) traditions. While learning this sophisticated cyclic music, class discussions, assigned readings, films, and guided listening will further familiarize students with the social and cultural meanings of the musics performed in class. Additionally, students will have the opportunity to learn basic hand, foot, and eye movements for Balinese and Javanese dance, as well as to study kecak, a Balinese vocal music that imitates the sound of the gamelan. The course will culminate in an end of the quarter concert. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3047 Xperimental Jazz Ensemble (0-1 Credits)**

The Xperimental Jazz Ensemble is a pan-genre ensemble with a focus on creativity expressed through improvisation, transcription, arrangement, and composition. XJE will have variable instrumentation that may include vocalists, all "classical" and "jazz" instruments, and emergent electronic instruments and software. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3048 Bluegrass Ensemble (0-1 Credits)**

In this class, students will receive instruction on proper bluegrass performance fundamentals with traditional bluegrass instruments, the harmony and rhythm of bluegrass music, the art of simultaneous playing and singing, the proper interpretation of the chosen repertoire per the composers' style, and the social and cultural influences that inspired the music. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3100 Lamont Jazz Small Group (0-1 Credits)**

All Lamont jazz small groups will focus on the basic elements of communication and musicality that make up high-level jazz performance practices. Students will transcribe, compose and or arrange their own material and will have numerous opportunities to perform each quarter. Admission to all small groups is by audition only.

**MUEN 3677 Bow Art Ensemble (0-1 Credits)**

The Bow Art Ensemble explores the study and rehearsal of traditional and contemporary chamber orchestra repertoire, history, and culture, to be led in conjunction with Lamont performance faculty and guest artists. Students will receive instruction on proper techniques, musical styles, study of traditional and contemporary collaborative leadership and democratic approaches to performing in a conductor-less ensemble.

**MUEN 3678 Lamont Baroque Orchestra (1 Credit)**

Immerse yourself in the dramatic and expressive world of Baroque music and learn the basics of Baroque performance practice. Fall quarter will serve as an introduction to Baroque string playing while Winter and Spring quarters will focus on exploring diverse repertoire. Historically Informed Performance (HIP) is the practice of approaching music of the past with knowledge about the musical styles and musical technologies with which it was originally conceived and performed. It is not a recreation of the past but rather an exploration of what the past offers us as 21st-century performers. HIP involves 1) "performance practice"—what kinds of approaches and instrumental techniques are appropriate to the given repertoire; and 2) the use of period instruments—what instrumental technologies (such as bows and strings) are appropriate to the given repertoire. While a culturally- or historically-informed approach is possible to any music, this ensemble will focus on the music of the 17th and 18th centuries (primarily in Europe). Baroque bows will be available for students to borrow. Open to all string players. Singers, keyboardists, and others may also participate with permission.

**MUEN 3679 Lamont Consort of Viols (1 Credit)**

The viola da gamba, or viol, is a six-stringed instrument with frets that is bowed underhand and comes in several sizes, from violin sized to cello sized. Extremely popular in 16th and 17th-century Europe, it was particularly prized among aristocratic amateur players in England. Explore the beautiful fantasias and polyphony written for a group of viols (called a consort). Open to both new and returning viol players, instruments are available to borrow. While previous string experience is useful, it is not required.

**MUEN 3710 Opera (0-1 Credits)**

Practical experience in operatic performance. One production each quarter; major production in winter quarter. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3712 Lamont Chorale (0-1 Credits)**

The Lamont Chorale is a select mixed voice choir that performs choral literature from the Renaissance to present and strives for a high level of artistry. The choir performs works from the great masters of music, as well as living composers, world music, and spirituals. The Lamont Chorale is open to undergraduate and graduate students, music majors, non-music majors, and community members. Credits from this course can fulfill the AI-Society credit requirement for undergraduate students.

**MUEN 3720 Pioneer Pep Band (0-1 Credits)****MUEN 3730 American Heritage Chorale (1 Credit)**

This ensemble will explore through choral music the various ways in which music written by American composers has been influenced and has its roots in music from other cultures and regions of the globe. Special attention shall be given to music by African American composers. American Heritage Chorale is open to all students interested in singing. Prior choral experience is not required. A brief vocal interview will determine appropriate placement within the ensemble. The course will conclude with a performance at the end of the quarter. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3731 The Spirituals Project Choir (0-1 Credits)**

This ensemble will explore African American spirituals as an art form, tradition, and tool for social change through performance, reading, and listening. Because the core of this ensemble is a multi-ethnic, multi-generational community choir, students will have the unique opportunity to join with and learn from a group of singers immersed in this musical tradition. Students will participate in 2-3 performances over the course of the term, the majority of which will be outside of Lamont. Through performance and study of spirituals and related music, students will gain a musical and cultural understanding of this dynamic music and gift from African Americans to the world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3740 Voces Fortes (0-1 Credits)**

Voces Fortis is a low voice choir that performs a wide variety of choral literature, including masterworks, a cappella works, spirituals, new music, and world music. The choir is open to undergraduate and graduate students, music majors, non-music majors, and community members. Credits from this course can fulfill the Analytical Inquiry: Society and Culture credit requirement for undergraduate students.

**MUEN 3750 Modern Music Ensemble (1 Credit)**

The 20th- and 21st- Centuries have produced some of the most expressive, intriguing, and diverse music ever written. In this course, students have the opportunity to prepare and perform chamber music by 20th-Century masters, as well as recent works by living composers and new pieces written for them by students. This repertoire often involved unusual combinations of instruments (potentially including strings, woodwinds, brass, percussion, plucked instruments, keyboards, vocals, and electronics), providing an opportunity for students to work in less familiar ensembles. Students may also participate in the course by conducting or composing. The course is limited to music majors who are graduate students or advanced undergraduate students. Students in their first or second undergraduate year, and music non-majors may enroll with instructor approval.

**MUEN 3751 Lamont Jazz Orchestra (0-1 Credits)**

This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3752 Lamont Wind Ensemble (0-1 Credits)**

Open to all students by audition and approval of conductor; regularly scheduled concerts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3753 Lamont Jazz Ensemble (0-1 Credits)**

Open to all students by audition and approval of director of jazz studies; regularly scheduled concerts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3760 Lamont Symphony Orchestra (0-1 Credits)**

The LSO generally performs six symphonic concerts and one opera each year. Students are exposed to orchestral repertoire from all periods and styles of music as well as appropriate performance practices associated with each period and style. The LSO is open to all university students by audition. However, because the course objective is to prepare students for successful professional orchestra careers, all participants are held to a very high standard and level of expectation. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**MUEN 3769 Organ Accompanying (0-1 Credits)**

Major choral/vocal and major instrumental repertoire with organ accompaniment are studied and prepared for possible performance with chamber groups or local professional/church choirs.

**MUEN 3770 Chamber Ensemble-Piano (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3772 Chamber Ensemble-Harp (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3774 Chamber Ensemble-Brass (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3775 Piano Accompanying (0-2 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3776 Chamber Ensemble-Percussion (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3777 Chamber Ensemble-Strings (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3778 Chamber Ensemble-Woodwind (0-1 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3781 Chamber Ensemble-Guitar (0-2 Credits)**

Small ensembles studying chamber music repertoire for various groups.

**MUEN 3800 Vocal Chamber Ensemble (0-1 Credits)**

A small group of outstanding singers interested in singing soloist vocal chamber music.

**MUEN 3900 Voces Aureas (0-1 Credits)**

Voces Aureas is a treble voice choir that performs a wide variety of choral literature, including masterworks, a cappella works, spirituals, new music, and world music. The choir is open to undergraduate and graduate students, music majors, non-music majors, and community members. Credits from this course can fulfill the Analytical Inquiry: Society and Culture credit requirement for undergraduate students.

**MUEN 3988 Study Abroad Ensemble (2 Credits)**

Ensemble credit for music majors in the Study Abroad Program. Students must have consulted with a Lamont ensemble director for approval to register.

## Music-Studio Lessons (MUPR)

**MUPR 2191 Jazz Piano (2 Credits)****MUPR 2192 Jazz Piano (4 Credits)****MUPR 2210 Piano (2 Credits)**

BA music emphasis.

**MUPR 2220 Piano (4 Credits)**

BM performance.

**MUPR 2230 Voice (2 Credits)**

BA music emphasis.

**MUPR 2240 Voice (4 Credits)**

BM performance.

**MUPR 2250 Violin (2 Credits)**

BA music emphasis.

**MUPR 2260 Violin (4 Credits)**

BM performance.

**MUPR 2270 Violoncello (2 Credits)**

BA music emphasis.

**MUPR 2280 Violoncello (4 Credits)**

BM performance.

**MUPR 2290 Viola (2 Credits)**

BA music emphasis.

**MUPR 2300 Viola (4 Credits)**

BM performance.

**MUPR 2310 Bass Violin (2 Credits)**

BA music emphasis.

**MUPR 2312 Jazz Bass (2 Credits)**

BM performance.

**MUPR 2314 Jazz Bass (4 Credits)****MUPR 2320 Bass Violin (4 Credits)**

BM performance.

**MUPR 2330 Harp (2 Credits)**

BA music emphasis.

**MUPR 2340 Harp (4 Credits)**

BM performance.

**MUPR 2350 Organ (2 Credits)****MUPR 2360 Organ (4 Credits)****MUPR 2370 Clarinet (2 Credits)**

BA music emphasis.

**MUPR 2380 Clarinet (4 Credits)**

BM performance.

**MUPR 2390 Flute (2 Credits)**

BA music emphasis.

**MUPR 2400 Flute (4 Credits)**

BM performance.

**MUPR 2460 Bassoon (2 Credits)**

BA music emphasis.

**MUPR 2470 Bassoon (4 Credits)**

BM performance.

**MUPR 2480 Trombone (2 Credits)**

BA music emphasis.

**MUPR 2481 Jazz Trombone (2 Credits)****MUPR 2490 Trombone (4 Credits)**

BM performance.

**MUPR 2491 Jazz Trombone (4 Credits)****MUPR 2500 Trumpet (2 Credits)**

BA music emphasis.

**MUPR 2510 Trumpet (4 Credits)**

BM performance.

**MUPR 2520 Horn (2 Credits)**

BA music emphasis.

**MUPR 2530 Horn (4 Credits)**

BM performance.

**MUPR 2540 Euphonium (2 Credits)**

BA music emphasis.

**MUPR 2550 Euphonium (4 Credits)**

BM performance.

**MUPR 2560 Tuba (2 Credits)**

BA music emphasis.

**MUPR 2570 Tuba (4 Credits)**

BM performance.

**MUPR 2600 Classical Guitar (2 Credits)**

BA music emphasis.

**MUPR 2610 Classical Guitar (4 Credits)**

BM performance.

**MUPR 2621 Jazz Guitar (2 Credits)**

**MUPR 2625 Jazz Guitar (4 Credits)**

BM performance.

**MUPR 2660 Percussion (2 Credits)**

BA music emphasis.

**MUPR 2661 Percussion Set (2 Credits)**

**MUPR 2670 Percussion (4 Credits)**

BM performance.

**MUPR 2671 Percussion Set (4 Credits)**

**MUPR 2680 Oboe (2 Credits)**

BA music emphasis.

**MUPR 2690 Oboe (4 Credits)**

BM performance.

**MUPR 2780 Saxophone (2 Credits)**

BA music emphasis.

**MUPR 2790 Saxophone (4 Credits)**

BM performance.

**MUPR 2900 Carillon (2 Credits)**

**MUPR 2910 Carillon (4 Credits)**

**MUPR 2920 Composition (2 Credits)**

One-on-one instruction for composition majors.

**MUPR 2925 Composition (4 Credits)**

One-on-one instruction for composition majors.

**MUPR 2930 Applied Improvisation (2 Credits)**

Lessons are catered toward an individual student's needs and interests. Undergraduate students will consistently develop their foundational tools through the full range of the instrument, addressing tone, intervals, scales, arpeggios, and patterns. Students will develop their sense of improvisation vocabulary through transcription work, "licks" in all keys, and listening. Improvisation will be practiced through the memorization of standard repertoire and weekly application of a variety of improvisation tools. A student's rhythmic foundation and variety will be developed through metronome practice. Advanced students will develop odd time signature playing, interactive improvisation, and composition skills. Finally, etudes and performance pieces that challenge a player's abilities will be a part of the course as well.

**MUPR 2988 Study Abroad Resident Credit (0-18 Credits)**

**MUPR 2990 Study Abroad Applied Lessons (4 Credits)**

Applied lessons for students in the Study Abroad Program. Restricted to Bachelor of Music students only.

**MUPR 3120 Alexander Technique (2 Credits)**

The Alexander technique is a skill that can be incorporated into practice, performance, and everyday life. Using the principles discovered by F. Matthias Alexander, students will learn how to identify and change faulty patterns of thought and movement. Emphasis will be placed on recognizing how these patterns affect music-making in practice and performance. Lessons are individually tailored and topics may include injury recovery and prevention, pain and tension reduction, stress management, performance anxiety, freeing the breath, using the back effectively, balance, and ease of motion.

**MUPR 3121 Alexander Technique (4 Credits)**

The Alexander technique is a skill that can be incorporated into practice, performance, and everyday life. Using the principles discovered by F. Matthias Alexander, students will learn how to identify and change faulty patterns of thought and movement. Emphasis will be placed on recognizing how these patterns may affect music-making in practice and performance. Lessons are individually tailored and topics may include injury recovery and prevention, pain and tension reduction, stress management, performance anxiety, freeing the breath, using the back effectively, balance, and ease of motion. This class is tailored to the needs of BM students who are experiencing pain or injury and cannot take their regular studio lesson in a given quarter.

**MUPR 3190 Jazz Piano (2 Credits)****MUPR 3210 Piano (2 Credits)**

For non-majors only. If you are interested in Piano for Non-Majors, please email lamontpiano@du.edu.

**MUPR 3230 Voice (2 Credits)**

For non-majors only.

**MUPR 3250 Violin (2 Credits)**

For non-majors only.

**MUPR 3270 Violoncello (2 Credits)**

For non-majors only.

**MUPR 3290 Viola (2 Credits)**

For non-majors only.

**MUPR 3310 Bass Violin (2 Credits)****MUPR 3312 Jazz Bass (2 Credits)****MUPR 3330 Harp (2 Credits)****MUPR 3350 Organ Improvisation (2 Credits)**

This course is designed for organ students to introduce them to the art of organ improvisation, hymn and ensemble playing, as well as all possible forms of accompaniment. It is meant for undergraduate students (upper division), graduate students, and artist diploma graduates. Prerequisites: knowledge of music history, figured bass, and counterpoint. Permission of instructor required.

**MUPR 3351 Organ (2 Credits)****MUPR 3370 Clarinet (2 Credits)**

For non-majors only.

**MUPR 3390 Flute (2 Credits)**

For non-majors only.

**MUPR 3460 Bassoon (2 Credits)****MUPR 3480 Trombone (2 Credits)**

For non-majors only.

**MUPR 3481 Jazz Trombone (2 Credits)****MUPR 3500 Trumpet (2 Credits)**

For non-majors only.

**MUPR 3520 Horn (2 Credits)**

For non-majors only.

**MUPR 3540 Euphonium (2 Credits)****MUPR 3560 Tuba (2 Credits)**

For non-majors only.

**MUPR 3600 Classical Guitar (2 Credits)****MUPR 3621 Jazz Guitar (2 Credits)****MUPR 3660 Percussion (2 Credits)**

For non-majors only.



**MUPR 3661 Percussion Set (2 Credits)****MUPR 3680 Oboe (2 Credits)****MUPR 3780 Saxophone (2 Credits)****MUPR 3900 Carillon (2 Credits)****MUPR 3920 Composition (2 Credits)****MUPR 3930 Conducting (2 Credits)****MUPR 3988 Study Abroad Resident Credit (0-18 Credits)**

## Philosophy (PHIL)

**PHIL 1610 Discovering Philosophy (4 Credits)**

In this course we explore a range of philosophical questions and examine the replies that have been made by historical figures. We also think through the methods and strategies that have been used for thinking through those replies and explore these questions further on our own. Topics may include how do we know what actions are moral? What is knowledge? What is the basic structure of the world? What is justice? What assumptions are made by the disciplines that take themselves to study the natural world? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 1988 Study Abroad Resident Credit (0-18 Credits)****PHIL 2001 Philosophy and Fiction (4 Credits)**

Examination of diverse aspects of the relationship between philosophy and fiction. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2003 Philosophy and Popular Culture (4 Credits)**

This course critically explores philosophical questions and issues in the context of contemporary popular culture. On the one hand, it considers more general questions about the nature and function of popular culture, including how popular culture has been defined and "theorized"; the connections between popular culture and the traditional and new media; the economic bases and functions of popular culture; and the political implications of popular culture. On the other, it explores particular philosophical issues—historical, ethical, political, aesthetic, and metaphysical—as they appear in selected areas or examples of popular culture: literature, film, the visual arts, digital media, graphic novels, music, television, etc. The aims are both to enhance students' critical understanding of the ways in which philosophical assumptions and ideas underlie popular culture and to present traditional and contemporary philosophical arguments, movements, and ideas using examples drawn from popular culture as reference points. As examples, we might explore ethical dilemmas posed in the "Sopranos" or "Mad Men"; mind-body problems in the "Matrix" or "Avatar"; or metaphysical issues in "Donny Darko" or "Run, Lola, Run." This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2004 Philosophy of Race (4 Credits)**

This course is a systematic study of the scientific, metaphysical, ethical, and political issues surrounding the notion of race. We undertake a critical study of the following questions: Is race a scientifically legitimate concept, or is it a social construct? Is race a legitimate census category? How should questions of race be decided, and by whom? Why do we think of humans in terms of race—for evolutionary or psychological reasons? Religious reasons? What is racism? Why is racism morally wrong? What do psychological studies show about our racist tendencies? Does affirmative action provide a morally acceptable way of achieving racial justice? What race is a mixed race person? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2005 Philosophy of Religion (4 Credits)**

What is God? Can God be known or is faith precisely a relationship to something that cannot be known in the ordinary sense? What is the relationship between God and morality? Between God and science? Is it more reasonable to believe that your religion is the only path to God or more reasonable to believe that God is manifest in many ways across different cultures? Is it reasonable to believe in God at all? If it is reasonable to believe in God, what are the reasons? And if believing in God is not based on reasons in the ordinary sense, are there philosophical grounds for believing in God anyway? This course takes a "God friendly" approach to philosophical questions about religion, setting out to investigate ontological and epistemological questions about belief-in-God toward the goal of understanding different ways that philosophers over the years have philosophically gone about developing, upholding, and talking about relationship with God. The course includes consideration of philosophers from analytic and continental traditions, from American and European schools of thought, from ancient, medieval, modern and post-modern traditions, and from Greek, Islamic, Jewish, and Christian traditions. Thinkers to be addressed include Pascal, Anselm, Plantinga, Van Inwagen, Hick, Hume, Descartes, Spinoza, Plato, Aristotle, Ibn Tufayl, Averroes, Maimonides, James, Levinas, Marion, Badiou, Rosenzweig, Aquinas, Buber, Cohen, Mill, Lycan, Kant, Wittgenstein, Kierkegaard, and Kafka. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with RLGS 2005.

**PHIL 2007 Philosophy and Video Games (4 Credits)**

Traditional and novel metaphysical, ethical, political, and aesthetic issues both arising within video games and posed by this still developing medium. No prerequisites. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with JUST 2008, COMN 2008, RLGs 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2010 Existentialism (4 Credits)**

Philosophical, religious, literary and psychological views of the existentialists including Kierkegaard, Sartre, and Camus. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2014 Religious Existentialism: Christian and Jewish (4 Credits)**

Existentialism focuses on the human experience of living, often with a focus on the sheer freedom of the human condition. Religious existentialism subtly modifies this picture through its own vision of human freedom as the ultimate encounter between the human subject and God (with 'God' understood in various ways). The religious existentialist in this sense philosophically explores that which is most-fully-human as a moment of relation and encounter between self and that which is beyond self. Starting with Sartre's non-religious statement of existentialism in *Existentialism is a Humanism* (1946), we go on to examine the Christian and Jewish existentialisms of Kierkegaard (1813-1855), Tillich (1886-1965), Buber (1878-1965), and Heschel (1907-1972). In the course of our reflections, we compare non-religious with religious approaches to basic questions about self, God and world, and we consider the relationship between Christian and Jewish existentialist approaches to these questions. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with RLGs 2014 and JUST 2014.

**PHIL 2025 Coexistence (4 Credits)**

Building skills for ethical, emotionally-intelligent, and equity-minded encounter, this course is about facing neighbors responsively, responsibly, and non-violently—even when our values clash, and even as we work to defeat each other in the voting booth. Exploring new civic modes of “dialogue across difference” and serving as an antidote to polarization and rising tides of hate, the course invites students to consider new ways of holding onto their own views, values, and identities without erasing others—but also without necessarily embracing or being embraced by them. And it does so while helping them understand and utilize “phenomenology,” a philosophical method for assessing “lived feels” in complex relation to human meaning-making in a range of personal, professional, and political contexts. Focused in particular on interhuman coexistence, the course attends to the three-fold human cord of “our structures, our neighbors, and our selves.” It invites students to navigate between structural equity, interpersonal ethics, and personal authenticity. And it equips students to consider the “feels,” “flavors,” and “temperatures” of different coexistence strategies: from the lukewarm framework of tolerance to the warm embrace of friendship to the complicated contours of responsibility-without-friendship in such thinkers as BIPOC thought-leader Martin Luther King, Jr, philosopher and Holocaust Survivor Emmanuel Levinas, and political theorist Karl Marx. Helping students consider what sorts of coexistence goals are most and least appropriate for different contexts and why, the course asks questions like: When it comes to opponents, should we be aiming to befriend them or is it sometimes OK to set the bar lower? Should we try to “find common ground” or is it sometimes OK to “agree to disagree”? Is bridge-building always the best goal, or do we sometimes need to learn to live alongside one another without violence but also without bridges? Drawing on an inclusive reading list of BIPOC, Jewish, Islamic, Christian, African, Indigenous, and Japanese traditions, the course delves into Ubuntu principles of coexistence alongside Aztec principles of selfhood, BIPOC principles of justice alongside spiritual and atheist existentialisms, Queer Chicana feminism alongside the practice of Kintsugi, spiritual calls to love alongside political calls to respect, multicultural calls to recognition alongside social justice critiques of such calls, philosophical traditions of friendship alongside critiques of civility, and ancient wisdom traditions hand-in-hand with popular contemporary insights from Brené Brown's work on vulnerability and Harvard's near-century-long study of happiness. The course also explores the dangers of Islamophobia and Antisemitism; includes a visit to the campus' Holocaust Memorial Social Action Site inspired by “radical ethics”; considers new modes of activism; and invites participants into a “Belonging and Expression” framework for navigating possibilities and tensions in important joint calls to social justice and freedom of expression. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course is crosslisted with PHIL and JUST.

**PHIL 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, “negritude,” “the wandering Jew,” and “otherness” by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman's work on the “Jew's Body” and “Jewish Self-Hatred,” Bernasconi's work on the phenomenology of race, and discourses of “Other-as-disease” in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course is cross-listed with JUST 2026 and RLGs 2026. This course counts for the AI:Society requirement.

**PHIL 2040 Practical Logic (4 Credits)**

In this course students will learn how to identify and understand real arguments, the kinds of arguments that they confront everyday in the media, textbooks and periodicals, in addition to those made in philosophical writings. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement.

**PHIL 2050 Jewish Philosophy (4 Credits)**

This course sets out to explore the self and the sacred in Jewish tradition by exploring the nature of faith and reason, the call to ethical response, and the meaning of divine revelation in multiple Jewish philosophical voices across the ages, including Philo, Saadya, Halevi, Maimonides, Soloveitchik, Buber, Rosenzweig, and Levinas. This course counts toward the Analytical Inquiry: Society and Culture requirement. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2050.

**PHIL 2100 Philosophy of Mind (4 Credits)**

Topics include nature of persons, consciousness, criteria of personal identity, the relation between mental and physical, and the role of neuroscience in the study of the mind—epistemological and ethical. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2101 Philosophy of Language (4 Credits)**

What do linguistic expressions mean, and how do we use them to communicate? What value judgments are embedded in linguistic practice? In our study of it? How can logical tools illuminate language? What are the limitations of formalism for modeling meaning and language? How might tools in philosophy of language need to be revised in light of investigating oppression and injustice in linguistic communication? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2110 Classical Greek Philosophy (4 Credits)**

The philosophical thought of classical Greece that developed between about 500 and 300 BCE is the basis of all subsequent European philosophy and, arguably, of European culture itself. Besides its indisputable historical importance, it is also rich in ideas and insights that are as striking and relevant today as they were over 2000 years ago. This course serves as an introduction to this seminal period of philosophy, its historical and cultural context, and in fact, to philosophy itself. In the course, we focus primarily on the teachings of Socrates, the dialogues of his student Plato, and the writings of Plato's student Aristotle. In addition, we begin by considering the cultural and intellectual context, including the Homeric epics and the tragedies, that enabled such thinkers to arise and concludes with a brief look at the paths Greek philosophy took after the "Golden Age of Greece" has passed. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2111 Greek Moral Philosophy (4 Credits)**

In this course we examine the "Good Life" in the writings of Plato, Aristotle, Epictetus and Lucretius and in selected Greek drama. Questions to be explored are as follows: What is justice? Why should I lead a just life? What is friendship? What is happiness? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2120 Nature & Limits of Human Knowledge (4 Credits)**

A study of both traditional and contemporary answers to the following questions: What is knowledge? How do we acquire it? What is the extent of our knowledge? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2130 Philosophy of Early Modern Age (4 Credits)**

Problems of reason and experience, mechanistic view of human beings, new interpretations of mind from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2140 Kant to Nietzsche (4 Credits)**

German idealism; human beings as self-consciousness; counter-concept of alienated existence; Kant, Hegel, Kierkegaard, Marx, Nietzsche. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2144 20th-Century Philosophy (4 Credits)**

A general overview of prominent 20th-century philosophers and philosophical movements. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2145 Between Deleuze and Foucault (4 Credits)**

Gilles Deleuze and Michel Foucault are widely accepted to be central figures of post-war French philosophy. Philosophers, cultural theorists, and others have devoted considerable effort to the critical examination of the work of each of these thinkers, but despite the strong biographical and philosophical connection between Foucault and Deleuze, very little has been done to explore the relationship between them. This course addresses the critical deficit by providing rigorous comparative discussions of the work of these two philosophers. The relationship between Foucault and Deleuze, however, is as strong as it is disparate: it is perhaps best described as a parallelism. As Deleuze says, "I never worked with Foucault. But I do think there are a lot of parallels between our work (with Guattari) and his, although they are, as it were, held at a distance because of our widely differing methods and even our objectives." While the two were drawn together through their novel readings of Nietzsche, their commitment to a non-teleological theory of history, their activism in contemporary politics (with prisons, '68, Palestine, etc.), their return to the stoics, and a theory of the event, Deleuze and Foucault were often decisively divided in their methods and motivations. Through primary and secondary readings, this course focuses on the similarities and differences in between these two thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2150 Philosophy of Law (4 Credits)**

Principles, aims and methods of legal reasoning (judicial decision making); relationship between legal and moral reasoning. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2160 Symbolic Logic (4 Credits)**

Principles and methods of formal reasoning, their practical and philosophical applications. This course counts toward the Analytical Inquiry: The Natural and Physical World requirement. Cross listed with MATH 2050.

**PHIL 2180 Ethics (4 Credits)**

Alternative theories of morals and values, ethical problems and solutions offered by classical and contemporary thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2181 Aesthetics & Philosophy of Art (4 Credits)**

Although critical reflection about art goes back at least to Plato, developments both in modern philosophy and in the arts themselves have produced an unprecedented, intense, and ongoing dialogue between artists and philosophers that has deeply affected the practices of both. Just as modern philosophers have come to view the arts as vitally important ways of experiencing and knowing, so modern artists have drawn heavily on philosophical ideas and views in creating their own works. The focus of this course is on some of the major ways in which new developments in the arts have influenced philosophical thought and have, in turn, been influenced by it. In particular, we consider some of the most representative artworks (many contemporary) that have raised the question, "Why is this art?" together with the major philosophical and critical theories that have attempted to respond to this question. Besides discussing specific works of art, we read and discuss some of the major statements and theories about them by both classical and contemporary philosophers, art historians and critics, and the artists themselves. This course is of interest both to students of philosophy wishing to explore contemporary developments in the arts as well as to art and art history students interested in a deeper understanding of the philosophical views that underlie so much modern and contemporary art. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2182 The Making of the Modern World: Science, Art, and Philosophy (4 Credits)**

A combined on-campus/travel course exploring the ways in which the complex interactions among science, the arts, and philosophy served to create and define the 'modern world.' This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2183 Popular Film and Philosophy (4 Credits)**

This course explores philosophy and film in popular culture. Film, like other art forms, deals with profound philosophical questions: What is the nature of reality? What is that we desire? What is God? What is the right thing to do? What is love? Film remains one of the most popular cultural expressions and dramatizations of these questions.

**PHIL 2186 Feminist Ethics: Justice and Care (4 Credits)**

In the late 1950's psychologists began to theorize a notion of human moral development and they created instruments with which to measure such development. By the 1970's there were claims that even well-educated women were—on average—stunted in their moral competence according to these measures. Once a sufficient number of women were engaged in moral theory in both psychology and philosophy, they began to diagnose these theories and instruments as prejudiced by what we would today call 'while, cisgender, male privilege.' The scales were centering a detached notion of justice and equality for all, whereas researchers found that women centered notions of care and engaged in relational (rather than detached) thinking when asked ethical questions. Thus, was born the discipline of Feminist Ethics. While many women (and some men) celebrated the alternative 'ethics of care' over an 'ethics of justice,' others worried that these women had been harmed by their male dominated society and were showing signs of a 'slave mentality' in their moral reasoning that was to be overcome and not celebrated. Predictably (in hindsight), women of color complained that their perspective was not taken into account by these 'caring' white female professors. In this class we will look at this conversation as it unfolded. In the process we will evaluate these theories from a philosophical perspective and see which parts seem most helpful for thinking about current ethical issues. Many or all of the readings were probably written before you were born. In fact, there is very little philosophical literature that labels itself 'feminist ethics' or 'ethics of care' that was written in the 21st century. We will ponder why this is the case. Are these ideas outdated, or have they been sufficiently incorporated into mainstream academic thinking that they no longer wear the label of marginalization? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2200 Social & Political Philosophy (4 Credits)**

Topics covered include the relation of the "social" to the "political," the nature and role of political ideology, issues in democracy and globalization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2260 Philosophical Perspectives on Perception and Reality (4 Credits)**

An examination of the theoretical hypothesis that our perceptions match up with, and therefore give us information about, an external and independent reality (what we call "the physical world"). In order to engage this issue, we look at the philosophical explorations of a number of historical figures in the Western philosophical tradition. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2346 Philosophy of Nature (4 Credits)**

This course will discuss the nature of nature, the ethics of nature, our knowledge of nature, the politics of nature, the history of the philosophy of nature, physics, and aesthetics. We will read, poetry, philosophy, and literature to pose and answer these questions.

**PHIL 2401 Social Justice in a Global Context: Theory and Practice (4 Credits)**

Theories of social justice, beginning with the ancient Hebrews and Greeks and running up through the modern era. The religious sources of these ideas, drawn primarily from the monotheistic faiths of Judaism, Christianity, and Islam, are profiled. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2402 London and Paris: Medieval to Postmodern (4 Credits)**

This is a 3-week summer session course involving one week on campus and two weeks travel to London and Paris. It traces the development of philosophical ideas, politics, social institutions, architecture, and the visual arts from the Middle Ages to the present as they occurred in these two major capitals. Its approach is both historical and comparative and emphasizes understanding and interpreting the contemporary experience of these cities in light of their shared as well as divergent historical paths. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2555 The Philosophy of Technology (4 Credits)**

Serious thought about technology commences with the beginnings of philosophy itself, although it becomes an urgent theme and explicit field of philosophical inquiry only in the 20th century. This course will approach the theme of technology from five perspectives: (1) Historical: How did technology arise as a philosophical concern and how did the development of technology influence thought about it? (2) Metaphysical: What role does technology play in our understanding of 'reality'? Is technology one element among others in what we take to be 'real,' or does it determine our views of 'reality'? (3) Epistemological: What is the relation between science and technology? Is technology a result or application of 'scientific knowledge,' or does technology govern or drive science itself? (4) Ethical/Political: In what ways does technology influence and/or challenge our views about what is 'valuable' about our individual and collective ways of living? Is the development of technology something to be embraced or rejected/limited with respect to human values and aspirations? (5) 'Futurist': Can the 'digital revolution' be understood as continuous with the history of technology itself or does it represent some new metamorphosis of both what it means to be 'human' and of 'reality' itself? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2700 Biomedical Ethics (4 Credits)**

Discussion of some of the most pressing ethical issues engaged by contemporary developments in biology and medicine. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2701 Topics in Philosophy (1-4 Credits)****PHIL 2702 Topics in Philosophy (1-4 Credits)****PHIL 2703 Topics in Philosophy (1-4 Credits)****PHIL 2704 Topics in Philosophy (1-4 Credits)****PHIL 2705 Topics in Philosophy (1-4 Credits)****PHIL 2706 Topics in Philosophy (1-4 Credits)****PHIL 2707 Topics in Philosophy (1-4 Credits)****PHIL 2708 Topics in Philosophy (1-4 Credits)****PHIL 2709 Topics in Philosophy (1-4 Credits)****PHIL 2710 Topics in Philosophy (1-4 Credits)****PHIL 2711 Topics in Philosophy (1-4 Credits)****PHIL 2770 Philosophy of Science (4 Credits)**

This course provides an introduction to some major topics in the philosophy of science focusing on issues concerning what science is and how it works, the scientific method, the objectivity of science and the goal of science. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**PHIL 2785 Environmental Ethics (4 Credits)**

A study of current issues and controversies regarding the natural environment from a variety of philosophical and ethical perspectives, including anthropological, animal rights, "land ethic," deep ecology, eco-feminism, and postmodern approaches.

**PHIL 2988 Study Abroad Resident Credit (0-18 Credits)****PHIL 3000 Plato's Metaphysics (4 Credits)**

A systematic study of Plato's Middle and Late Period Dialogues that focuses on his arguments for the existence of abstract objects and the development of Plato's theory of Forms. Prerequisite: At least Junior standing or permission of instructor.

**PHIL 3003 Plato's Theory of Knowledge (4 Credits)**

A systematic investigation of Plato's treatments of knowledge throughout the dialogues with a focus on the theory of recollection, Forms as objects of knowledge, the relationship between the Forms and perceptual experience, and the challenges posed by notions of true and false belief. Prerequisites: At least Junior standing or permission of instructor.

**PHIL 3005 Cosmopolitics (4 Credits)**

This class will be a close reading of Plato's dialogue Timaeus, with a special focus on the cosmological, theological, and political dimensions of the text.

**PHIL 3010 Great Thinkers: Aristotle (4 Credits)**

A study of Aristotle's central theories and doctrines. Prerequisite: junior standing or instructor's permission.

**PHIL 3011 Great Thinkers: Virginia Woolf (4 Credits)**

In this course we will read Virginia Woolf as a philosopher. We will discuss her philosophy of nature, knowledge, art, politics, science, sensation, gender, and materialism throughout her fiction and non-fiction writings.

**PHIL 3023 Great Thinkers: Maimonides: Politics, Prophecy and Providence (4 Credits)**

Using "The Guide for the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), one of the central figures in medieval philosophy and Jewish thought. Our study includes analyses of his ideas on principles of faith, human perfection, intellectual vs. "imaginational" approaches to truth, pedagogy and politics, reasons for the commandments, the nature of God and divine will, the limits of human knowledge, the mechanics of prophecy, and the parameters and implications of providence. Cross listed with RLGS 3023 and JUST 3023. Prerequisite: junior standing or instructor's permission.



**PHIL 3024 Maimonides: Greek, Islamic, and Christian Encounters (4 Credits)**

Using the "Guide of the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), a central figure in the history of philosophy and in the history of Jewish thought. In this course, we examine in depth the relationship between Maimonides' core ideas and various Greek, Muslim and Christian thinkers, including: Aristotle, Plotinus, al-Farabi, Avicenna (Ibn Sina), al-Ghazali, Averroes (Ibn Rushd), and Aquinas. Topics to be explored include: what is "metaphysics?"; God's unity and essence as existence itself; the mystery of knowing and not knowing God (including a consideration of God's ways as well as "negative theology"—viz. the extent to which we do not know God); God as pure intellect; the nature of the cosmos and the "separate intellects"; creation vs. eternity vs. emanation: philosophical and religious perspectives on the origins of the universe and implications for "living in the world with/out God." In our study, we will also address the methodological implications of cross-religious and cross-language analyses, and how to spot and address (in your own work and in the work of others) tacit cultural biases at play in the interpretive process. Cross listed with JUST 3024 and RLGS 3024. Prerequisite: Junior standing or instructor's permission.

**PHIL 3026 Levinas and the Political (4 Credits)**

Emmanuel Levinas (1906-1995), famous for his arresting insight of "ethics as first philosophy," is a key figure in the histories of phenomenology, metaphysics, and theology. In this class, we examine the implications of Levinas' thought for politics and the political through close readings of his insights on peace, proximity, and justice in such works as "Reflections on the Philosophy of Hitlerism" (1934), *Totality and Infinity* (1961), *Otherwise Than Being or Beyond Essence* (1974), and "Peace and Proximity" (1995) in dialogue with key companion works in political thought and political theology, including Benjamin on Divine Violence, Butler on postmodern politics, Connolly on agonism, Critchley on anarchism, Marxist intersections, and Derrida and other "Jewish theologies" of messianistic impossibility. Themes addressed include: Justice; Covenant; Law; the grounding and paradox (or betrayal) of politics-with-ethics; phenomenologies of hospitalities and strangers, friends and enemies; liberalism, socialisms, fascisms; revolutions and anarchies; agonisms v. antagonisms; impossibility; messianisms without Messiahs; logics of works v. logics of grace; on the role of love v. justice; anarchic grounds; temporalities of covenant and justice; fraternity; forgiveness and its limits; "the 3rd"; rational peace, peace between the wars, and impossible peace. This course is cross-listed: PHIL and JUST. Pre-reqs: This course is open to juniors and seniors except by special permission of the instructor.

**PHIL 3050 Great Thinkers: Hume (4 Credits)**

A detailed study of Hume's "radical" empiricism and its impact on contemporary analytic philosophy. Prerequisite: junior standing or instructor's permission.

**PHIL 3061 Kant's Ethics/Aesthetics/Politics (4 Credits)**

A study of Kant's "value theory" and its historical significance. Prerequisite: junior standing or instructor's permission.

**PHIL 3062 Kant's Epistemology and Logic (4 Credits)**

A study of Kant's theory of knowledge, logic and related issues. Prerequisite: junior standing or instructor's permission.

**PHIL 3063 Kant on Religion (4 Credits)**

A study of Immanuel Kant's major writings on religion and their subsequent influence on theology and the philosophy of religion. Prerequisite: junior standing or instructor's permission. Cross-listed with RLGS 3456.

**PHIL 3070 Great Thinkers: Hegel (4 Credits)**

Hegel's "Phenomenology," later system and place in the history of modern philosophy. Prerequisite: junior standing or instructor's permission.

**PHIL 3075 Marxism (4 Credits)**

This course is a survey in the theoretical and political work influenced by the writings of 19th century philosopher and economist, Karl Marx. The course covers both the historical traditions in Marxism in the 19th, 20th, and 21st century as well as the geographical traditions of these time periods in France, Germany, England, Italy, Russia, China, and America. It is not necessary that students have a prior background in Marx's work, but it is highly recommended. Cross listed with ECON 3075.

**PHIL 3090 Great Thinkers: Heidegger (4 Credits)**

Study of "Being and Time" and related essays by a major 20th-century philosopher. Prerequisite: junior standing or instructor's permission.

**PHIL 3092 Great Thinkers: The Later Heidegger (4 Credits)**

Study of the works of Heidegger after 1930. Prerequisite: junior standing or instructor's permission.

**PHIL 3100 Great Thinkers: Wittgenstein (4 Credits)**

The course introduces students to Ludwig Wittgenstein's two masterworks, the *Tractatus* (1922) and *Philosophical Investigations* (1953), both of which provide fresh, often counterintuitive and conflicting, insights into topics ranging from logic and language to ethics, religion, art and culture. The course explores how the end of the Austro-Hungarian Empire and the pressures of an incipient modernity impacted the style, direction and substance of Wittgenstein's thought, developments that had profound existential and spiritual import for him as he wrestled with the many contradictions of his life and thought. The course concludes with a consideration of the relationship between Wittgenstein's later philosophy and the existential-phenomenology of Martin Heidegger, both of whom insist upon humanity's radical finitude and the pre-ontological understanding (forms of life) that always already conditions and guides our questions about reason, truth, beauty and meaning.

**PHIL 3101 Great Thinkers: Kierkegaard (4 Credits)**

Each year, the philosophy department offers at least two courses in great thinkers. Specific figures may vary from year to year. Cross-listed with RLGS 3102. Prerequisite: 10 hours of Philosophy at the 2000 level or permission of instructor.

**PHIL 3120 Metaphysics (4 Credits)**

In the course of this study, we will cover a broad range of philosophical topics falling within metaphysics, philosophy of language, philosophy of science, and epistemology. Prerequisite: junior standing or instructor's permission.



**PHIL 3130 Knowledge Problems (4 Credits)**

Problems in the foundations and justifications of claims to knowledge. Prerequisite: junior standing or instructor's permission.

**PHIL 3146 Great Thinkers: Levinas (4 Credits)**

Emmanuel Levinas (1906-1995), famous for his arresting and original idea of "ethics as first philosophy," is an important figure in the histories of phenomenology, metaphysics, and theology. In this course, we set out to explore Levinas' insights on ethics, alterity, and infinity, including the connection of his ideas to Plato, Descartes, Kant, and Husserl, as well as his critical responses to Heidegger and his positive contributions to Derrida. In this course, we work through Levinas' two major works, *Ethics and Infinity* and *Otherwise Than Being or Beyond Essence*, as well as a number of shorter writings—including material from his Talmudic commentaries. Themes to be covered include: Being, Goodness, Risk, Ethics, Alterity, Transcendence, Law, Judaism, Gift, Forgiveness, Politics, Theology, and Justice. This course is cross-listed with JUST 3146.

**PHIL 3152 Philosophy Meets Mysticism: A Greek, Jewish and Islamic Neoplatonic Journey (4 Credits)**

Neoplatonism is a unique genre—somewhere between philosophy and mysticism. In this course, we investigate some of the leading themes of Neoplatonism, tracing the Greek ideas of Plotinus (the third century "father of Neoplatonism") into later Jewish and Islamic textual traditions. As part of our journey, we will investigate a host of philosophical writings, including the *Theology of Aristotle* and the *Liber de Causis*, as well as works by Plato, Plotinus, Proclus, Ibn Tufayl, Acemenna, Isaac Israeli, Solomon Ibn Gabirol, and Abraham Ibn Ezra. Themes to be covered include emanation and creation, apophatic discourse, divine desire, the theological significance of imagination, inward reflection and the call to virtue. Prerequisite: junior standing or instructor's permission. Cross listed with JUST 3152.

**PHIL 3175 Morality and the Law (4 Credits)**

A systematic study of various elements of the relation between law and morality. Are we obligated to obey every law the government enacts? Why? If we do have an obligation to obey the law, are civil disobedients like Martin Luther King, Jr. justified in disobeying the law? Are immoral laws, laws at all, or must a law connect with some higher moral truth to have any authority? To what extent is it morally permissible for the law to restrict our personal freedoms? To what extent is it morally permissible for the law to enforce morality in general? If it is not permissible for the law to enforce morality, do we incur any obligation to obey the law? Prerequisite: junior standing or instructor's permission.

**PHIL 3178 Metaethics (4 Credits)**

This course systematically and critically examines the metaphysical, semantic, and epistemic issues central to the study of metaethics. Do moral properties exist? If so, how are they related to natural properties? Do moral properties exist independent of human agency, or do we construct morality? If moral properties exist, how can we come to have justified belief about them? Is it possible to know that a moral belief is true? Doesn't the phenomenon of widespread, intractable disagreement about moral matters establish that there are no objective moral truths? Is the process of gaining scientific knowledge really that different from the process of gaining moral knowledge? Prerequisite: junior standing or instructor's permission.

**PHIL 3179 Virtue Ethics (4 Credits)**

Virtue ethics purportedly provides a distinct approach to moral deliberation, moral reasoning, moral decision-making, and moral justification. This course is a systematic study of the nature of virtue ethics, the nature of a virtue, and the alleged superiority of virtue ethics over its more familiar consequentialist and deontological alternatives. We also study various responses to the following questions: Have moral psychologists generated any valuable studies on the nature of virtue? What virtues ought we to endorse? At least Junior standing required or permission of the instructor.

**PHIL 3185 Philosophy of Action and Agency (4 Credits)**

Wittgenstein once asked, "What is left over if I subtract the fact that my arm goes up from the fact that I raise my arm?" Understanding the difference between mere happening and an intentional action became central to the philosophical investigation of action and agency in the 20th century. In this course we examine this distinction and why it should matter to us. Our topics include intentional action, the causal theory of action, the metaphysics of action, agent causation, basic action, acting and trying to act, intentions, weakness of will, strength of will, and mental action. Requires junior standing or permission of instructor.

**PHIL 3201 Wittgenstein, Quine, & Kripke on Necessity and a Priori Knowledge (4 Credits)**

A study of Wittgenstein, Quine, and Kripke on the nature of necessity, a priori knowledge and their relation to understanding philosophy. Prerequisite: junior standing or instructor's permission.

**PHIL 3210 Philosophy of Movement (4 Credits)**

Everything is in motion. Yet, philosophers have consistently considered motion to be a derivative or secondary form of being. Why? What are the political and metaphysical consequences of marginalizing motion in the history of philosophy? The aim of this class is to read the history of philosophy with a unique focus on the status of movement and motion from the ancient to contemporary period.

**PHIL 3211 Contemporary Pol Philosophy (4 Credits)**

This class focuses primarily on the philosophical problems generated by thinking about political authority and justice. We discuss the nature of political authority, justice, rights, equality and the role of property in a modern state.

**PHIL 3212 Philosophy and Mythology (4 Credits)**

Before philosophy there was the myth of chaos. In this class we will read the oldest recorded myths in the world to see how their vision of cosmogonic chaos gave birth to form and order. We will track the birth, rise, and fall of creation stories from chaos and identify what may have caused these major shifts, including the rise of philosophy, the state, and imperialism. Specifically we will read the earliest Egyptian, Mesopotamian, Indian, Greek, and Chinese creation stories.

**PHIL 3215 Modern Jewish Philosophy (4 Credits)**

Prerequisite: junior standing or instructor's permission. Cross listed with JUST 3215.

**PHIL 3333 Logic, Language, and Metaphysics (4 Credits)**

This course provides a systematic exploration of the foundations of contemporary philosophy—namely, logic and language—and their metaphysical implications. The class can be divided in three broad modules. Our starting point is the collapse of Kant's system due to staggering discoveries in physics and geometry. Next, we shall discuss the subsequent development of mathematical logic and the philosophy of language in the work of Frege, Russell, Tarski, and Gödel. The last portion is devoted to philosophical applications of these logical results in the field of metaphysics. Specifically, we shall explore the work of Carnap, Quine, and Kripke. Junior or senior standing required (or instructor permission).

**PHIL 3445 Cultural Theory and Critique (4 Credits)**

This course will provide an overview of the major theories of culture and cultural critique, as well as a consideration of some of the major controversies and recent developments in this field. It will proceed roughly chronologically, beginning with liberal humanist critique and continuing with hermeneutics, materialist and Marxist critique, psychoanalysis, the Frankfurt School, structuralism, post-structuralism, and contemporary British cultural studies. It will also consider more recent developments, such as feminist critique, GLBT critique, and postcolonialism. While the approach will be mainly philosophical, implications for other areas such as literature, art, emergent media, religion, and politics will also figure in the discussions, so it is appropriate for students in many fields, not just philosophy. Prerequisite: Junior standing or permission of the instructor. Note that this course will serve as a foundational offering for students interested in participating in the Critical Theory specialization.

**PHIL 3446 Philosophy in the American Tradition (4 Credits)**

The course introduces students to the thought of the three premier American Transcendentalist writers: Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. These three writers—by turns friends, rivals, neighbors, and even housemates in nearby Concord, Massachusetts—created what Emerson called “a poetry and philosophy of insight and not of tradition” and laid the foundations for American philosophy and literature as we know it today. They also led the first countercultural movement in American history, advocating causes as varied as environmentalism, abolitionism, women's rights, and the “higher law” of the individual conscience in an age of unbridled capitalism and populism. We will consider the Transcendentalists as both writers and reformers, examining their calls for a uniquely American literature and their romantic sacralization of nature as well as their deep commitment to reform and their engagement with the turbulent politics of their time. In the final weeks of the course, we will explore the Transcendentalists' profound influence on American cultural history, ranging from their contemporaries (Frederick Douglass, Walt Whitman, Emily Dickinson, and Nathaniel Hawthorne) to ours (Marilynne Robinson, Terrence Malick, and W. S. Merwin).

**PHIL 3448 Theory of the Subject: From Hegel to Žižek (4 Credits)**

The great French philosopher Michel Foucault in his Collège de France lectures in the early 1980s characterized the theory of the subject as the very key to the development both of Western philosophy and Western thinking in general. This course will explore Foucault's thesis with reference to different theoretical models of subjectivity and “subjectification” (as Jacques Lacan calls it). It will do so through close readings of selections from the works of G.W.F. Hegel, Søren Kierkegaard, Lacan, Alain Badiou, and Slavoj Žižek as well as select portions of Foucault's 1981-82 lectures entitled *The Hermeneutics of the Subject*. This course is cross-listed with RLGS 3448.

**PHIL 3450 Phenomenology and Theology (4 Credits)**

Cross listed with RLGS 3455. Prerequisite: junior standing or instructor's permission.

**PHIL 3460 Nietzsche & the Death of God (4 Credits)**

This course involves an intensive reading and discussion of Friedrich Nietzsche's 'Thus Spake Zarathustra,' together with relevant associated materials, especially 'The Gay Science.' Prerequisite: junior standing or instructor's permission. Cross listed with RLGS 3460.

**PHIL 3465 Derrida and Postmodernism (4 Credits)**

Cross listed with RLGS 3465. Prerequisite: junior standing or instructor's permission.

**PHIL 3466 Contemporary Continental Philosophy (4 Credits)**

A critical study of current trends in European philosophy, focusing on such thinkers as Deleuze, Badiou, Žižek, Meillassoux, or Laruelle. Prerequisite: junior standing or instructor's permission.

**PHIL 3610 Advanced Topics in Philosophy, Psychology, and Cognitive Science (4 Credits)**

This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, psychology, and cognitive science. More specifically, our main goal is to engage in a critical discussion of how the study of the mind requires an interdisciplinary approach that integrates empirical findings with conceptual and philosophical theorizing. Cross listed with PSYC 3610. Prerequisites: PSYC 1001 and junior standing (or instructor approval).

**PHIL 3611 The Boundaries of Scientific Knowledge: A Philosophical Exploration (4 Credits)**

Despite its staggering successes, public trust in science is disquietingly low. What has gone wrong? Why is a substantive portion of the population unwilling to trust the advice of specialists? A central problem lies in the tendency of scientists, philosophers, and various pundits to hype, bloat, and overemphasize the promises and results of scientific research. This leads to scientism, broadly conceived as the imperialist tendency to reduce all knowledge to scientific knowledge. But what exactly is scientism? Despite the pejorative connotation of the term, is it an intellectual sin or a virtue? The aim of this course is to map the terrain, exploring various dimensions of scientism, and how it affects the public dimensions of scientific research and its relation to the humanities, religion, and other domains of knowledge, culture, and society.

**PHIL 3612 AI and Robotics (4 Credits)**

In this interdisciplinary seminar we will discuss foundational issues regarding artificially intelligent systems. We will seek to understand how recent advances in AI research bear on our understanding of the nature of the mind, intelligence, agency, rationality, and consciousness. We will also discuss how philosophical advances can advance empirical progress. Additionally, we will discuss some barriers to progress that these technologies might pose. In particular, we will be focused on three groups of questions: 1. What special opportunities and challenges are presented by deep neural net and deep learning technology regarding building and understanding artificially minded intelligent agents? 2. What is the role of the body and environment in producing intelligence? 3. Deep neural net algorithms are already commonly used to predict recidivism rates, diagnose illnesses, and make advertising more effective. In what ways might such algorithms be approaching human or animal intelligence, or shed light on such intelligence? In what ways might human and animal intelligence be importantly different? In what ways might contemporary intelligence research perpetuate injustice and oppression? This seminar is designed to be interdisciplinary, and I welcome students working in philosophy, robotics/AI, and cognitive science who want to work hard and dig deeper. There are no strict prerequisites, but some background knowledge in relevant disciplines will be highly useful.

**PHIL 3618 Philosophy of Biology (4 Credits)**

A survey of conceptual issues that lie at the intersection of biology and philosophy: the central concepts of evolutionary theory (such as natural selection, fitness, adaptation and function), the relation of biology to other "lower" sciences (can it be reduced to physics and chemistry?), whether there are genuine scientific laws in biology, and the relation between biology and other fields like cognitive science and ethics. At least Junior standing required.

**PHIL 3620 Philosophical Perspectives on Economics and Social Sciences (4 Credits)**

This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, economics, and the social sciences. More specifically, the main goal is to engage in a critical discussion of how sciences such as psychology, sociology, and neuroscience can challenge and modify the foundations and methodology of economic theories. The course is structured around three broad modules. After a brief introduction, we begin by discussing the emergence of rational choice theory which constitutes the foundation of classical and neoclassical economics and present some paradoxical implications of expected utility theory. The second module focuses on the relationship between economics and psychology. More specifically, we examine the emergence of behavioral economics, the study of the social, cognitive, and emotional factors on the economic decisions of individuals and institutions and their consequences for market prices, returns, and resource allocation. Finally, the third module focuses on the implications of neuroscience on decision making. We discuss some recent developments in neuroeconomics, a field of study emerged over the last few decades which seeks to ground economic theory in the study of neural mechanisms which are expressed mathematically and make behavioral predictions.

**PHIL 3699 Proseminar in Philosophy (4 Credits)**

Philosophy is a diverse discipline with various subfields, most of which are becoming increasingly specialized and methodologically autonomous. Specialization is often (rightly) perceived as an indicator of disciplinary progress and intellectual development. However, it is important that students of philosophy pursue breadth as well as depth. The goal of this course is to provide an overview of a series of seminal texts in philosophy, from a variety of subfields, epochs, and traditions. Each weekly meeting is devoted to the presentation, analysis, and discussion of a text that any student of philosophy should read at some point in her or his career. Requires junior standing or instructor's permission.

**PHIL 3700 Topics in Philosophy (1-4 Credits)**

Prerequisite: junior standing or instructor's permission.

**PHIL 3701 Topics in Philosophy (1-4 Credits)**

Prerequisite: junior standing or instructor's permission.

**PHIL 3702 Topics in Philosophy (1-4 Credits)**

Prerequisite: 10 hours of Philosophy at 2000 level or permission of instructor.

**PHIL 3703 Topics in Philosophy (1-4 Credits)**

Prerequisite: 10 hours of Philosophy at 2000 level or permission of instructor.

**PHIL 3704 Topics in Philosophy (1-4 Credits)**

Prerequisite: 10 hours of Philosophy at 2000 level or permission of instructor.

**PHIL 3988 Study Abroad Resident Credit (0-18 Credits)****PHIL 3991 Independent Study (1-8 Credits)****PHIL 3995 Independent Research (1-8 Credits)****PHIL 3999 Philosophy Assessment (0 Credits)**

This course involves a required assessment of graduating philosophy majors' knowledge of the discipline based on coursework taken after completing 75% of their coursework. It is available to anyone who has completed at least 30 credits of philosophy courses and is required for graduation.

# Physics & Astronomy (PHYS)

## **PHYS 1011 21st-Century Physics and Astronomy I (4 Credits)**

First class in a three-quarter sequence that explores the meaning of discoveries in our physical world in terms of astronomy and astrophysics, and how they shape modern research into our knowledge of the nature of the universe. In this course sequence, students (1) survey the fundamentals of the cutting-edge astronomy and astrophysics and (2) learn how physics works in explaining varieties of observed astronomical phenomena that encompass the origin and evolution of the universe and its contents—from galaxies to stars and planets. In this way students become familiar with the essential concepts of modern physics in terms of astronomy and astrophysics. Lab fee associated with these courses. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

## **PHYS 1012 21st-Century Physics and Astronomy II (4 Credits)**

Second class in a three-quarter sequence that explores the meaning of discoveries in our physical world in terms of astronomy and astrophysics, and how they shape modern research into our knowledge of the nature of the universe. In this course sequence, students (1) survey the fundamentals of the cutting-edge astronomy and astrophysics and (2) learn how physics works in explaining varieties of observed astronomical phenomena that encompass the origin and evolution of the universe and its contents—from galaxies to stars and planets. In this way students become familiar with the essential concepts of modern physics in terms of astronomy and astrophysics. Lab fee associated with these courses. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

## **PHYS 1013 21st-Century Physics and Astronomy III (4 Credits)**

Third class in a three-quarter sequence that explores the meaning of discoveries in our physical world in terms of astronomy and astrophysics, and how they shape modern research into our knowledge of the nature of the universe. In this course sequence, students (1) survey the fundamentals of the cutting-edge astronomy and astrophysics and (2) learn how physics works in explaining varieties of observed astronomical phenomena that encompass the origin and evolution of the universe and its contents—from galaxies to stars and planets. In this way students become familiar with the essential concepts of modern physics in terms of astronomy and astrophysics. Lab fee associated with these courses. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement.

## **PHYS 1050 Descriptive Astronomy (4 Credits)**

Introduction to the cosmos, including stars, galaxies, and origin and fate of universe; constellations and observing techniques. Includes laboratory and observing sessions at Chamberlin Observatory's 20-inch refractor telescope.

## **PHYS 1070 Solar System Astronomy (4 Credits)**

Introduction to advances in knowledge of atmospheres, surfaces and interiors of other planets in our solar system and elsewhere; emphasis on interpretation and significance of discoveries for the nonspecialist. Includes observing at Chamberlin Observatory. Recommended Prerequisite: PHYS 1050.

## **PHYS 1090 Cosmology (4 Credits)**

Companion to PHYS 1070. Discoveries of modern era concerning stars, galaxies, and origin and fate of universe, to aid appreciation of new discoveries. Open to majors and non-majors in the sciences. Includes scheduled observing at Chamberlin Observatory. Recommended Prerequisite: PHYS 1050.

## **PHYS 1111 General Physics I (5 Credits)**

This is the first of a three-quarter sequence for students in any Natural Science and Mathematics field of study. The course stresses physics concepts rather than equation derivation as in the calculus-based course (PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214). Algebra and trigonometry are used regularly to solve problems and make predictions. Includes topics in mechanics (kinematics, dynamics) including forces, one and two dimensional motion, work, energy and momentum. The course includes a rigorous algebra-based laboratory that exposes students to a broad range of the real physical phenomena investigated using equipment as well as computerized instrumentation and data acquisition techniques. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: high school algebra, trigonometry. Students majoring in physics or engineering are required to take PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214. Lab fee associated with this course.

## **PHYS 1112 General Physics II (5 Credits)**

This is the second of a three-quarter sequence for students in any Natural Science and Mathematics field of study. The course stresses physics concepts rather than equation derivation as in the calculus-based course (PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214). Algebra and trigonometry are used regularly to solve problems and make predictions. Includes topics in rotational motion, torque, vibrations, fluids, heat and thermodynamics, kinetic theory, and particles and matter waves. The course includes a rigorous algebra-based laboratory that exposes students to a broad range of the real physical phenomena investigated using equipment as well as computerized instrumentation and data acquisition techniques. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: high school algebra, trigonometry, PHYS 1111. Students majoring in physics or engineering are required to take PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214. Lab fee associated with this course.

**PHYS 1113 General Physics III (5 Credits)**

This is the third of a three-quarter sequence for students in any Natural Science and Mathematics field of study. The course stresses physics concepts rather than equation derivation as in the calculus-based course (PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214). Algebra and trigonometry are used regularly to solve problems and make predictions. Includes topics in rotational motion, torque, vibrations, fluids, heat and thermodynamics, kinetic theory, and particles and matter waves. The course includes a rigorous algebra-based laboratory that exposes students to a broad range of the real physical phenomena investigated using equipment as well as computerized instrumentation and data acquisition techniques. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisites: high school algebra, trigonometry, PHYS 1112. Students majoring in physics or engineering are required to take PHYS 1211/PHYS 1212/PHYS 1213 or PHYS 1214. Lab fee associated with this course.

**PHYS 1200 Physics Preparatory (2 Credits)**

This course is strongly recommended to everyone considering a major in physics and astronomy. It introduces students to problems, techniques, and tools used in physics and astronomy and offers an overview of the research carried out in the Department of Physics and Astronomy. High-school physics knowledge is not required.

**PHYS 1211 University Physics I (5 Credits)**

First of a three-quarter sequence. Kinematics, vectors, force, energy and work, linear momentum, rotation of rigid bodies. Required for all physics and engineering majors and recommended for all science majors who are also required to take calculus. The course includes a rigorous calculus-based laboratory that exposes students to a broad range of the real physical phenomena studied in the lecture course. Through the use of experimental apparatus, computerized instrumentation and data acquisition, data analysis and graphical representation, students use the observed phenomena to exemplify the laws of physics. Physics theory and other relevant background information are explored individually by students in weekly prelab exercises. Students learn to write introductory-level laboratory reports and become familiar with good laboratory technique. Emphasis for this lab is on mechanics. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Corequisite: MATH 1951.

**PHYS 1212 University Physics II (5 Credits)**

Second of a three-quarter sequence. Gravitation, fluids; oscillatory motion; waves; thermal physics. Required for all physics and engineering majors and recommended for all science majors who are also required to take calculus. The lab portion of this course is a continuation of the PHYS 1211 lab portion and builds on laboratory skills and knowledge from that course. Emphasis for this lab is on waves, oscillations, sound, fluids and thermodynamics. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Prerequisite: PHYS 1211. Corequisite: MATH 1952.

**PHYS 1213 University Physics III (5 Credits)**

Third of a three-quarter sequence. Electrostatics, electric circuits, magnetism and electromagnetism; electromagnetic waves. Required for all physics and engineering majors and recommended for all science majors who are also required to take calculus. The lab portion of this course is a continuation of the PHYS 1221 and 1222 lab portions and builds on the students' laboratory skills and knowledge from those labs. Emphasis for this lab is on electricity, magnetism and circuits. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Cross listed with PHYS 1214. Prerequisite: PHYS 1212. Corequisite: MATH 1953.

**PHYS 1214 University Physics III for Engineers (4 Credits)**

This is the third course of a three-quarter sequence and is for engineers only; this is equivalent to PHYS 1213, but does not include lab component. Electrostatics, electric circuits, magnetism and electromagnetism; electromagnetic waves. Required for all engineering majors. This course counts toward the Scientific Inquiry: The Natural and Physical World requirement. Cross listed with PHYS 1213. Prerequisite: PHYS 1212. Corequisite: MATH 1953.

**PHYS 1991 Independent Study (1-10 Credits)****PHYS 1995 Independent Research (1-10 Credits)****PHYS 2011 Circuits I (3 Credits)**

Cross-listed with ENEE 2012. An introduction to electrical circuits analysis and design. Emphasis is on definitions of basic variables, passive circuit components and the ideal operational amplifier. DC analysis of circuits and circuit theorems are stressed. AC signals are introduced. Computer analysis software is integrated throughout the course. Cross listed with ENEE 2011. Co-requisites: PHYS 1213 or 1214, MATH 1953, PHYS 2015 or instructor's permission.

**PHYS 2015 Engineering Applications I (1 Credit)**

Cross-listed with ENEE 2015. Laboratory program introduces electronic test equipment, verifies circuit theorems and practices elementary interface circuit design. Cross listed with ENGR 2015. Co-requisite: PHYS 2011 or instructor's permission.

**PHYS 2021 Circuits II (3 Credits)**

Cross-listed with ENEE 2021. AC analysis of linear circuits to include circuit theorems via classical and transform techniques. Emphasis is on Laplace transform, including use of pole-zero and Bode diagrams to analyze and design circuits, including multiple filters (single-pole cascade, Butterworth, Chebyshev), and step response circuits. Phasors applications to sinusoidal steady state analysis and AC power. Computer analysis software is used as an aid to circuit design. Cross listed with ENEE 2021. Prerequisites: PHYS 2011, PHYS 2015. Corequisites: PHYS 2025, MATH 2070.

**PHYS 2025 Engineering Applications II (1 Credit)**

Cross-listed with ENEE 2025. Laboratory program practicing time and frequency domain analysis and design techniques on step response and filter problems. Applications to instrumentation and circuits. Cross listed with ENEE 2025. Prerequisite: PHYS 2011. Corequisite: PHYS 2021 or instructor's permission.



**PHYS 2050 Ways of Seeing and Sensing: Astrophysics (4 Credits)**

Ways of Seeing and Sensing represents a new collaboration between the departments of Media, Film & Journalism Studies, Biological Sciences, and Physics & Astronomy. The class is a place-based exercise revolving around the idea that what we know about our surroundings depends on how we “see” or “sense.” We will examine various aspects of nature specific to the Kennedy Mountain Campus (KMC) using both micro and macro approaches to “seeing” through a variety of technologies, including microscopes, trail cameras, photo and video cameras, night vision glasses, and telescopes. To develop the concept of “sensing,” we will explore the soundscapes of the KMC as well as the ways plants and animals endemic to this ecosystem sense their surroundings. We will also explore using human senses other than sight to navigate the nighttime environment. The course will focus on science communication, storytelling, and the creation of professional-quality photo and video content for dissemination on the Internet, at environmental film festivals, in galleries, at campus events, and potentially via broadcast outlets. Students will work in teams of 3–4 to develop and produce documentary stories unique to the ecology and astronomy of the KMC. Students choosing the astrophysics focus will also complete assignments on optics and telescope design, coordinates and motions of the night sky, and the use of non-optical wavelengths and multimessenger techniques as ways of “sensing” in modern observational astronomy. This course will meet together with BIOL 2050 and MFJS 2050 courses, which have different prerequisites and discipline-specific assignments. Prerequisites: PHYS 1013 or PHYS 1113 or PHYS 1212.

**PHYS 2051 Bio-Astronomy of Solar Systems (4 Credits)**

The nature of our solar system, and those of recently discovered solar systems around other stars, will be examined using the tools of modern physics and astronomy, with a focus on biogenic opportunities in these diverse environments. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213, PHYS 1214, or instructor’s permission.

**PHYS 2052 Stellar Physics (4 Credits)**

The physics of stars will be examined using the tools of modern physics and astronomy, with the focus on their structure, interiors, origin and evolution, including single and multiple star systems, white dwarf, neutron stars and black holes. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213, PHYS 1214, or instructor’s permission.

**PHYS 2053 Galaxies and Cosmology (4 Credits)**

Modern discoveries involving galaxies in our universe and cosmological theories based on these and particle physics findings will be examined using the tools of modern physics and astronomy. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213, PHYS 1214, or instructor’s permission.

**PHYS 2061 Telescopes and Instrumentation (4 Credits)**

The student will develop and refine facility and experience with telescopes, software, methods, catalogs, libraries, astronomical instrumentation and assorted contents of the universe, including ground-based and space-based telescopes and detector systems. Observing projects included; use of the Student Astronomy Lab and/or internet telescope(s) for observing projects and variable star monitoring, plus occasional use of the 20 inch Clark/Saegmuller refractor or Mt. Evans reflectors for observing, measuring and practicing public instruction. Math tools include algebra, statistics, Excel, Mathcad, IDL, C++, etc. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1050 or PHYS 1070 or PHYS 1090 or PHYS 1112 or PHYS 1212 or instructor’s permission.

**PHYS 2062 Astronomy with Digital Cameras (4 Credits)**

The revolution brought about with digital recording systems has revolutionized astronomy by providing access to faint source imaging and in-depth astronomical spectroscopy not possible during the photographic era. This course will train students to apply this technology to problems associated with light and spectrum measurement that facilitate tests of modern astrophysical theories. Each student will select an observing project to develop during the term, pursue data collection and analysis at the Student Astronomy Lab or other telescope(s), and report results on a personal website and/or in poster format. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1050 or PHYS 1070 or PHYS 1090 or PHYS 1113 or PHYS 1213 or instructor’s permission.

**PHYS 2063 Observing & Data Analysis (4 Credits)**

Students will learn fundamentals of astronomical research with hands-on data analysis opportunities. After going over the basics of astronomical observations and the standard FITS data file format, students will practice both imaging and spectroscopic data reduction processes using actual astronomical data. Proficiency in computer programming/scripting is strongly desired (strong preference is given to Python, IDL, C, and any other for which FITS I/O routines are available). Students are required to bring their own laptop to class. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213, PHYS 1214, or instructor’s permission.

**PHYS 2251 Modern Physics I (4 Credits)**

First of a two-quarter sequence. Topics covered: Introduction to special relativity; photons, de Broglie wavelength, Heisenberg uncertainty principles, quantum numbers and invariance principles; introduction to quantum physics of atoms, molecules, solids and nuclei; radioactive decay; elementary particles. Prerequisites: PHYS 1113, PHYS 1213 or PHYS 1214 and MATH 1953. Corequisite: MATH 2070.

**PHYS 2252 Modern Physics II (4 Credits)**

Second of a two-quarter sequence. Topics covered: Advanced topics in quantum mechanics: particle in a box, tunneling, variational principle, symmetry; introduction to statistical physics and thermodynamics: ensembles, Bose-Einstein condensation, super-fluidity, superconductivity, nano-science; introduction to chaos: maps, stability analysis, bifurcations; introduction to computational physics. Prerequisite: PHYS 2251. Corequisite: PHYS 2260.



**PHYS 2259 Uncertainty and Error Analysis (2 Credits)**

In this course, students will build on the laboratory experience gained in University Physics Lab. Students will learn why uncertainty analysis is crucial to reducing and correcting errors in science. Additionally, students will develop the theory behind, and learn how to carry out, uncertainty and data analysis calculations. Uncertainty analysis topics include statistical analysis of data, propagation of error, the normal distribution, rejection of data, weighted averages, least-squares fitting, covariance and correlation, the binomial and Poisson distributions, and the chi-squared test. Strong emphasis for this course is placed on having students develop independence with their laboratory skills, as well as preparing students for Modern Physics Lab (PHYS 2260). Prerequisites: PHYS 1213 or PHYS 1214 and MATH 1953 or MATH 1963.

**PHYS 2260 Modern Physics Lab (1 Credit)**

Laboratory to accompany PHYS 2252. Students will perform laboratories that demonstrate special relativity, the wave/particle duality of light, the quantization of charge, and the discrete nature of energy levels in bound systems. Laboratories include the Michelson-Morley experiment, spectroscopy, blackbody radiation, laser diffraction and the double slit experiment, the photoelectric effect, the Millikan oil drop experiment, the charge-to-mass ratio of the electron, and the Franck-Hertz experiment. Students will apply uncertainty and error analysis to real experimental data. Strong emphasis for this lab is placed on having students develop independence with their laboratory skills. A Windows-based laptop computer is required for this lab. Lab fee associated with this course. Prerequisites: PHYS 2259 and MATH 2070. Corequisite: PHYS 2252.

**PHYS 2300 Physics of the Body (3 Credits)**

This is the first course required for a medical physics minor. Muscles and forces; physics of the skeleton; energy, heat, work and power of the body; osmosis and kidneys; lungs and breathing; cardiovascular system; electrical and magnetic signals in the body. Prerequisite: PHYS 1113, PHYS 1213, or PHYS 1214.

**PHYS 2311 Intermediate Lab I (2 Credits)**

In this lab, students learn to develop laboratory instrumentation to make physical measurements using electronic circuitry and the personal computer. Laboratory exercises include a review of DC circuits including transistors, LabVIEW programming, the PC parallel port, AC circuits and the oscilloscope, operational amplifiers and the RS-232C serial port. Strong emphasis for this lab is placed on having students develop independence with their laboratory skills. Prerequisites: PHYS 2260 and MATH 2070.

**PHYS 2312 Intermediate Lab II (2 Credits)**

This lab is a continuation of PHYS 2311 and builds heavily on the concepts learned during that first quarter. Laboratory exercises include using the personal computer, LabVIEW programming, and electronic circuitry for single point and waveform data acquisition including the Fast Fourier Transform, GPIB and serial devices, transducers, controls and feedback systems, counting, and timing. Strong emphasis for this lab is placed on having students develop independence with their laboratory skills. Prerequisite: PHYS 2311.

**PHYS 2313 Intermediate Lab III (2 Credits)**

This lab is the final lab in the Intermediate Lab sequence. Students leverage the knowledge gained in the first two quarters to perform physics experiments using electronic circuitry and the personal computer. It is expected that students will be independent in their ability to perform in the laboratory. Prerequisite: PHYS 2312.

**PHYS 2340 Medical Imaging Physics (3 Credits)**

This is the second course required for a medical physics minor, following Physics of the Body (PHYS 2300). X-rays; nuclear medicine instrumentation; radiography and fluoroscopy; computed tomography; ultrasound; magnetic resonance imaging; radiobiology. Prerequisites: PHYS 1112, PHYS 1212.

**PHYS 2400 Introduction to Quantum Computing (4 Credits)**

This physics course will introduce students to the theory and applications of quantum computing. Students will gain a foundational understanding of quantum computing concepts, principles, and applications, and will gain experience simulating and programming quantum gates – culminating in students designing a quantum computation and running it on a real quantum computer. This experience will prepare students to engage with quantum science and engineering. Prerequisite: MATH 1953.

**PHYS 2510 Applied Mechanics I (3 Credits)**

First of a three-quarter sequence. Co-listed with ENME 2510. Statics of particles, equivalent systems of forces, centroids and center of gravity, frames and machines, friction, moments of inertia, method of virtual work. Kinematics of particles, Newton's second law, energy and momentum, central force motion, impulsive motion, kinematics and motion of rigid bodies in two and three dimensions; accelerated frames of reference; mechanical vibrations. Cross listed with ENME 2510. Prerequisite: PHYS 1211.

**PHYS 2520 Applied Mechanics II (3 Credits)**

Second of a three-quarter sequence. Statics of particles, equivalent systems of forces, centroids and center of gravity, frames and machines, friction, moments of inertia, method of virtual work. Kinematics of particles, Newton's second law, energy and momentum methods for particles and systems of particles, angular momentum, central force motion, impulsive motion, kinematics and motion of rigid bodies in two and three dimensions; accelerated frames of reference; mechanical vibrations. Cross listed with ENME 2520. Prerequisites: PHYS 2510, ENGR 3610.

**PHYS 2530 Applied Mechanics III (3 Credits)**

Third of a three-quarter sequence. Statics of particles, equivalent systems of forces, centroids and center of gravity, frames and machines, friction, moments of inertia, method of virtual work. Kinematics of particles, Newton's second law, energy and momentum methods from particles and systems of particles, angular momentum, central force motion, impulsive motion, kinematics and motion of rigid bodies in two and three dimensions; accelerated frames of reference; mechanical vibrations. Cross listed with ENME 2530. Prerequisites: PHYS 2520, ENGR 3610.

**PHYS 2610 Physics of Climate (4 Credits)**

The course will examine energy from the sun and how it flows into the land, atmosphere, and oceans and then out to space, and how that regulates the average temperature of Earth (and other planets). Emphasis will be placed on the carbon cycle of the Earth and related topics: atmospheric chemistry of greenhouse gases, forests and phytoplankton, weathering, glaciers, paleontological climate, and the formation of ancient hydrocarbons. Algebra will be used in the class. A 1000-level NSM course or permission of the instructor is required.

**PHYS 2710 The Nanoscale Physics of Energy, Information, and Environment (4 Credits)**

This course, intended for physics majors with interests in nanoscale science and applications in condensed matter physics, sustainability, complex systems, and similar topics but open to other science or engineering majors on request, is formed from a series of quantitative explorations of the physics underpinning critical challenges for science and society in the 21st century. The level goes beyond introductory material, and students will exercise a basic understanding of quantum mechanics, chemical bonding, and thermodynamics. The goal is provide the bedrock understanding of the grand challenges that enables scientifically "literate" citizenship and action. Planned topics include the molecular and chemical physics that influences climate, the fundamentals of energy consumption in organisms, the nanoscale physics of information technology and energy generation. We will naturally explore connections between these areas. Enforced Prerequisites and Restrictions: (PHYS 1213 OR PHYS 1214) AND MATH 1953.

**PHYS 2830 Natural Optics (3 Credits)**

An investigation of naturally occurring optical phenomena with an emphasis on observational characteristics and causes. The winter 2020 planned offering will be hybrid, with in-class and online meetings. Credit can apply toward physics or astrophysics minor. Prerequisite: PHYS 1113, PHYS 1213 or PHYS 1214 or instructor's permission.

**PHYS 2991 Independent Study (1-10 Credits)****PHYS 2995 Independent Research (1-10 Credits)****PHYS 3100 Senior Seminar (2 Credits)**

This course offers primers on literature research, practices of a good scientific writing, putting together a good presentation or report, carrying out and documenting research, preparing for graduate program and/or job. Required for all Physics majors. Prerequisite: PHYS 2252.

**PHYS 3111 Quantum Physics I (4 Credits)**

First of a two-quarter sequence. The Schrödinger equation: interpretation of wave functions; the uncertainty principle; stationary states; the free particle and wave packets; the harmonic oscillator; square well potentials. Hilbert space: observables, commutator algebra, eigenfunctions of a Hermitian operator; the hydrogen atom and hydrogenic atoms. Prerequisites: PHYS 2252, PHYS 2260, PHYS 2556, PHYS 3612 and MATH 2070.

**PHYS 3112 Quantum Physics II (4 Credits)**

Second of a two-quarter sequence. Angular momentum and spin; identical particles; the Pauli exclusion principle; atoms and solids: band theory; perturbation theory; the fine structure of hydrogen; the Zeeman effect; hyperfine splitting; the variational principle; the WKB approximation; tunneling; time dependent perturbation theory; emission and absorption of radiation. Scattering: partial wave analysis; the Born approximation. Prerequisite: PHYS 3111.

**PHYS 3251 Astrophysics: Radiative Processes (4 Credits)**

Because light is the primary means by which astronomers learn about the Universe, understanding the production and subsequent behavior of light is key to interpreting astronomical observations. This course introduces students to the physics of astrophysical radiation and its interaction with matter as it travels from its source to our detectors. Topics may include radiative transfer, emission and absorption processes, Compton processes, synchrotron radiation, thermodynamic equilibrium, radiative and collisional excitation, and spectroscopy of atoms and molecules. The course is aimed at advanced undergraduates, as well as graduate students focusing on astrophysics research. Credit can apply toward physics or astrophysics minor. Prerequisites: PHYS 2252 and MATH 1953, or instructor's permission.

**PHYS 3252 Astrophysics: Observations (4 Credits)**

Astronomy is fundamentally an observational science and as such it is important for practitioners to understand how their data are collected and analyzed. This course is therefore a comprehensive review of current observational techniques and instruments, aimed at advanced undergraduates, as well as graduate students focusing on astrophysics research. This class introduces students to the capabilities and limitations of different types of instruments while exploring the sources and types of noise and providing statistical tools necessary for interpreting observational data. Credit can apply toward physics or astrophysics minor. Prerequisites: PHYS 2252 and MATH 1953, or instructor's permission.

**PHYS 3254 Astrophysics: Stars (4 Credits)**

Stars are the fundamental building blocks of the Universe. Hence, understanding the nature of stars is the first step toward understanding the Universe. This course is therefore intended to introduce students to the rigorous physical and mathematical treatise of stellar structure and evolution. Topics may include the theoretical origins and applications fundamental equations of stellar structure and other supporting equations, and theoretical and observational applications of stellar evolution. The course is aimed at advanced undergraduates, as well as graduate students focusing on astrophysics research. Credit can apply toward Physics major or Astrophysics minor. Prerequisites: PHYS 2252 and MATH 1953, or instructor's permission.

**PHYS 3255 Black Holes and Cosmology (4 Credits)**

The very small, the very large, and the very gravitational provide extreme tests of physics. In this course, we will cover two of these: cosmology, i.e., the universe on large scales, or as a whole (the very large) and black holes (the very gravitational). We will cover some basics of special and general relativity and quantum mechanics relevant to these topics, and discuss recent research testing these frontiers of physics, emphasizing analogies that help to relate these exotica to more familiar physical systems. Prerequisites: PHYS 2252 and MATH 1953.

**PHYS 3270 Workshop: Practical Astronomy (1-5 Credits)**

Capstone coursework featuring studies in experimental, computational, and/or theoretical work in astronomy and astrophysics. Credit can apply toward physics or astrophysics minor.

**PHYS 3320 Introduction to Quantum Materials (4 Credits)**

General: This physics course will introduce students to the recent experimental and theoretical developments in the field of quantum materials. Students will gain a basic understanding of how reducing the dimensions of materials to the nanoscale can produce extraordinary physical properties. The course will focus on fundamentals and recent advances in the fields of quantum transport, 2D materials, strongly correlated electronic systems, topological materials, and superconductivity. The goal of this course is to prepare students to engage with the modern condensed matter physics research and application engineering of novel quantum materials.

**PHYS 3350 Physics and Information (4 Credits)**

Students in Physical Sciences are often well versed in the art of model building but less so in the process of model-selection when multiple models can describe the same data. Students rarely learn tools beyond curve fitting and least square error minimization for model selection. Consequently, students are often unaware of the scope of different tools and fail to make judicious choice of algorithms/theories when faced with diverse problems. For example, building a model from data is very different from generating data (stochastic or deterministic) from a model. Next consider two contrasting challenges of model building i) when there is limited data vs ii) when there is too much data. For the first problem – inferring models from limited data – the solution can be traced back to Boltzmann's formulation of Statistical Physics describing motion of atoms. The connection between Information theory, Inference and Boltzmann's description, however, is often overlooked in introductory or even advanced classes in Physics, and Statistics. Studying these similarities can unlock novel solutions for problems well outside of thermodynamics, even as far as Image processing, Biology and Network science. Inference also requires us to appreciate fundamental topics in Probability – difference between frequentist and non-frequentist approach, Bayesian formalism – that are rarely taught to physical scientists, life scientists or engineers. At the other extreme, faced with data deluge, we routinely ask: how do we make sense of too much data? We use clustering, PCA, Neural Networks. In this course we will discuss and connect all these seemingly disparate concepts and apply them – at the appropriate context – to diverse problems in Physics, Chemistry, Biology and beyond. In the process we will gain an in-depth knowledge about commonly heard but perhaps less understood topics such as: Entropy, Likelihood maximization, Bayesian statistics, PCA, Classification algorithms, and Neural Networks. We will also address another often overlooked but fundamental and fascinating topic, biology's inherent ability to encode and decode information. Currently there is no such course that address all these topics in Information and Data Science in a unified manner – deeply connecting their formal basis, regime of applicability – grounded on physical principles, with a forward looking approach towards application in many areas well outside of traditional sciences. A lot of learning in the course will happen 'on the fly', where the tools and application problems are learnt as needed. Prerequisites: Calculus I, Calculus II, and at least two other courses focusing on application of mathematics to problems in physics/chemistry/biology or engineering. Example of this course can be University Physics, Modern Physics, Biostatistics, Differential Equation, Linear Algebra, Computational Physics, or other equivalent courses (upon Instructor approval).

**PHYS 3510 Analytical Mechanics I (4 Credits)**

Lagrangian and Hamiltonian mechanics. Prerequisites: PHYS 1113, PHYS 1213, or PHYS 1214 and MATH 2070 and consent of instructor.

**PHYS 3520 Analytical Mechanics II (4 Credits)**

Second of a two-quarter sequence: two-body central force problems, moving coordinate systems, rotational motion of rigid bodies, coupled oscillations and normal modes, and Hamiltonian mechanics. Prerequisite: PHYS 3510.

**PHYS 3611 Electromagnetism I (4 Credits)**

First of a two-quarter sequence. Vector algebra; differential vector calculus (gradient, divergence and curl); integral vector calculus (gradient, divergence and Stokes' Theorems); line, surface and volume integrals; Electrostatics: the electric field, electric potential, work and energy in electrostatics; method of images, boundary value problems and solutions to Laplace's equation in Cartesian, spherical and cylindrical coordinates; multipole expansion of the electric potential; electric fields in matter: polarization; the electric displacement vector; boundary conditions, linear dielectrics. Magnetostatics: magnetic fields and forces. Prerequisites: PHYS 1113, PHYS 1213, or PHYS 1214 and MATH 2070.

**PHYS 3612 Electromagnetism II (4 Credits)**

Second of a two-quarter sequence. Magnetic vector potential; magnetic fields in matter: magnetization; fields of magnetized objects; linear and nonlinear magnetic materials; electromotive force, Ohm's law; electromagnetic induction; Faraday's law; Maxwell's equations; the displacement current; boundary conditions; the Poynting theorem; momentum and energy density of the fields; the Maxwell stress tensor; the wave equation and electromagnetic waves in vacuum and matter; absorption and dispersion; wave guides; the potential formulation and gauge transformations; retarded potentials; dipole radiation. Prerequisite: PHYS 3611.

**PHYS 3700 Advanced Topics: General (3 Credits)**

Offered irregularly, depending on demand. May be taken more than once for credit. Prerequisite: instructor's permission.

**PHYS 3711 Optics I (4 Credits)**

First of a two-quarter sequence. Gaussian optics and ray tracing; matrix methods and application to optical design; elementary theory of aberrations; light as electromagnetic wave, diffraction and interference; interferometers and their applications. Elementary theory of coherence; selected topics. May include laboratory work as appropriate. Prerequisites: PHYS 1113, PHYS 1213 or PHYS 1214, and MATH 2070.

**PHYS 3720 Light-Matter Interaction (4 Credits)**

This course will introduce the theory and applications of light-matter interactions. Fundamental theory will be explored from both semi-classical and quantum perspectives, and photon-carrier interactions will be studied in a variety of physical systems, including atoms, glasses, semiconductors, and metals. Experimental techniques will also be discussed, such as absorption, photoluminescence, and coherent spectroscopies, in addition to ultrafast nonlinear optical interactions. Students will also build their own demonstration and teaching module for elementary-age children, and will use their module to teach children at a local school.

**PHYS 3841 Thermal Physics I (4 Credits)**

First of a two-quarter sequence. Laws of thermodynamics; thermal properties of gases and condensed matter; kinetic theory of gases, classical and quantum statistics. Prerequisites: PHYS 1113, PHYS 1213 or PHYS 1214 and MATH 2070.

**PHYS 3850 Foundations of Biophysics (3 Credits)**

The course highlights application of basic physics principles to the study of cells and macromolecules. Topics include random processes, thermodynamics, statistical mechanics, diffusion, to provide a quantitative description of different processes in biology at the molecular and cellular level.

**PHYS 3860 Numerical and Computational Methods in Physics (4 Credits)**

The main goal of this course is to gain a better understanding of physical problems by solving them numerically; in the process, students learn about several numerical methods and computational techniques that have a very broad range of applications in many other scientific fields. Depending on the problem, students work with a software package (Mathematica), and also acquire coding experience in different programming languages.

**PHYS 3870 Special and General Relativity (4 Credits)**

This course will start with the techniques in Special Relativity and build familiarity with tensors. In the second part of the quarter, we will generalize to curved spaces and the Schwarzschild solution. And, finally, we will set up and solve the Einstein equations using the Cartan equations of structure to study the Robertson Walker metric spacetime used to construct the energy budget of the universe. Prerequisites: MATH 1953 and either PHYS 1213 or PHYS 1214.

**PHYS 3991 Independent Study (1-10 Credits)****PHYS 3995 Independent Research (1-10 Credits)**

## Political Science (PLSC)

**PLSC 1000 Introduction to American Politics (4 Credits)**

Philosophical traditions, historical background, structure and functioning of American government, and political attitudes and behavior. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PLSC 1110 Comparing Politics around the World (4 Credits)**

This course introduces students to the study of comparative politics, a sub-field within political science that uses a "comparative method" to compare and contrast countries to understand questions such as Where do 'states' come from? Why are only some democratic? How do states promote economic development? Why are some states increasingly rich while others remain poor? Why do people mobilize peacefully to influence politics in some places while they violently attack the established order in others? How do distinct identities rooted in ethnicity, gender, race, and religion influence politics differently around the world? How does globalization affect various countries, and why do some seem to cope with contemporary challenges more effectively than others? This course counts toward the "Scientific inquiry: Society and culture" requirement.

**PLSC 1610 Introduction to Political Thought (4 Credits)**

This course presents an introduction to some of the key ideas and questions in the study of politics. As an introductory course, it cannot present a systematic overview of the entire study of politics; rather, it seeks to introduce students to some central concerns in the study of politics. In this course we learn about the basic principles of human conduct in social contexts and explain how social scientific methods are used to understand these underlying principles. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PLSC 1810 Introduction to Law and Society (4 Credits)**

This course introduces the relationship between law and society, exploring principles of legal conduct in social contexts and explaining how social scientific methods are used to understand these principles. Questions discussed include what is the relationship between the "law-on-the-books" and "law-in-action," and what can we learn from gaps between formal law and the "real" law that is experienced in society? Empirical examples may include international comparisons and the evolution of law over time. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PLSC 1988 Study Abroad Resident Credit (0-18 Credits)****PLSC 2001 Law and Politics (4 Credits)**

Introduces the relationship between law and politics, describing the basic principles of legal conduct in political contexts and explaining how social scientific methods are used to understand these underlying principles. Questions explored may include the following: Where does the law come from? Whose interests does it reflect? Does formal legal change lead to practical political and social change? Why do we comply with the law? What are the limits of enforcement? This course counts toward the Scientific Inquiry: Society and Culture requirement. It also satisfies the department distribution requirement in law. Prerequisite: sophomore standing & either PLSC 1000, 1110, 1610, or 1810.

**PLSC 2002 Abortion Politics and Law (4 Credits)**

Abortion has been, and continues to be, a defining issue in America politics and law. As the traditional story goes, the country has been locked in a high-stakes and highly controversial fight over abortion since the Supreme Court legalized access in 1973 via the *Roe v. Wade* decision. While a convenient story, it egregiously oversimplifies both the past and present of abortion politics and law. This class aims to explore the cyclical and complex relationship between law and politics of abortion in America: how it came to become a national issue; how and why its contours have changed over time; what effects it has had on people's lives and the country's politics; and how we can constructively think about the new, post-*Roe* US. In doing so, we will also consider how the case study of abortion can inform our more general understandings of American politics, law, movements, and political parties.

**PLSC 2010 Polarization in America (4 Credits)**

This course covers major themes surrounding polarization in American politics. From the 1930s through the 1970s, the most conservative Democrats in the Senate were actually further to the right than the most liberal Republicans. Since that time, the parties slowly but steadily distanced themselves from each other, leading to our current state of politics; One defined not by compromise and conference committees, but rather by obstruction, gridlock, and filibusters. Voters mimic this divide, becoming increasingly hostile and antagonistic to their political opponents.

**PLSC 2100 Political Psychology of Identity (4 Credits)**

This course introduces you to the interdisciplinary field of political psychology with a focus on exploring the various foundations of social identity and the implications of these identities for political outcomes in the United States. Throughout the quarter, we'll compare the influence of different identities and examine the psychological and political implications of social identities. The class focuses on two key identities: gender and race. We'll examine the psychological foundations of gender and racial stereotyping and prejudice, how race influences perceptions of the criminal justice system, and the ways in which White identity shapes citizens behavior and opinion in American politics. We finish the quarter with a focus on new, emerging scholarship that further complicates the relationships between human psychology and gender and racial identity.

**PLSC 2200 Politics of China (4 Credits)**

Napoleon Bonaparte allegedly said, "let China sleep, for when she wakes up, she will shake the world." Two hundred years later, China is indeed waking up, and the world is feeling the dragon's hot breath. In this class we will examine the fall and rise of the Chinese state, with a focus on its political and economic trajectories after the founding of the People's Republic of China (PRC) in 1949. Some of the key issues to be examined are: China's "economic miracle," when, if ever, will China democratize, its potentially explosive relations with Taiwan, its challenges to America's global hegemony, etc.

**PLSC 2220 Comparative Democratization: East and West (4 Credits)**

This course brings the contested notion of democratization into the East Asian context and tests its relevance for countries at various stages of political and economic development in the region. After introducing the general debates over what democratization is and tracing its emergence in Western Europe and North America, class explores the rise of democratization movements in East Asia and examines the various forms of democratization in different political and economic settings. Satisfies the department distribution requirement in comparative/International politics. Prerequisite: Sophomore standing.

**PLSC 2225 European Political Economy (4 Credits)**

Examines major challenges facing European political economies from the postwar era, including transformations in the welfare state, liberalization in light of market transitions and European integration, and global pressures. Prerequisite: sophomore standing.

**PLSC 2235 Politicized "Ethnicity": Cross-Disciplinary Approaches to the Study of Identity Politics (4 Credits)**

What are racial and ethnic identities? Are they more likely to influence political outcomes than other types of identity (e.g., gender, profession, class), and if so, why? This course introduces competing concepts of ethnic identity and connects them to the historical construction of race and national identities. By studying these issues in cases outside of the United States, you will gain unique comparative perspective about the idiosyncrasies of U.S. politics and history. Course materials include readings, podcasts, videos and documentary footage from political science, sociology, legal studies, and other disciplines. Why take this course? Gaining insight into the construction of ethnic, racial, and national identities will help you better understand yourself, your relationships, political campaigns, activist tactics, and episodes of political violence, among other things. The course satisfies the departmental sub-field requirement for majors in comparative/international politics. Recommended before taking this course: one introductory level course in political science.

**PLSC 2250 Democratic Erosion: Comparing Experiences Across Countries and Over Time (4 Credits)**

As the conclusion of the Cold War spurred a tidal wave of democratization around the globe, western policy makers and pundits often assumed that even in weak, poverty-impacted states attempts to democratize were bound to succeed – at least eventually. By 2008, however, the discourse of democratization had been transformed. "Celebrations of democracy's triumph are premature," wrote a noted scholar of democratization; "in a few short years, the democratic wave has been slowed by a powerful authoritarian undertow." Recently, both the quality and quantity of "democratic" states have declined. Even the world's oldest, most taken-for-granted liberal democratic regimes increasingly flout democratic norms and policies. We consider a range of comparative cases from across world regions. Along the way, we engage with several prominent theories of democratic backsliding or authoritarianization. The course satisfies the departmental sub-field major requirement in comparative/international politics.

**PLSC 2260 Politics of Japan (4 Credits)**

How did Japan rapidly catch up with more advanced industrial powers? Can other developing countries copy the Japanese model? What was the "darker side" behind Japan's economic miracle? How do we come to terms with the sudden burst of Japan's "Bubble Economy?" Will Japan's current economic recovery process, which started in 2002, be sustainable? Is a genuine international reconciliation between Japan and its neighbors possible? These are just some of the questions we will examine in this class. Prerequisite: sophomore standing.



**PLSC 2290 Latin American Politics (4 Credits)**

Latin America is home to the uneasy marriage between politics and economics. This course will focus on two major themes in Latin American politics. First, this course will examine why Latin American countries swing between democratic and authoritarian regimes. Second, the course will examine how local and global economic forces interact with politics in the region. The course will also cover some contemporary issues in Latin America such as corruption, inequality, migration, and climate change.

**PLSC 2360 Settler Colonialism and Indigenous Resistance in Three Continents (4 Credits)**

This course explores historical and contemporary aspects of racialized power structures as they have specifically impacted indigenous peoples in Australia, the United States, and Latin America. How did the dynamics of imperialism, capitalism, liberal state-building, and racist (and racist) ideology combine to devastate indigenous communities around the world? How did distinct perspectives on time, space, property, and community allow colonizing populations to conquer native populations even while advocating the most egalitarian political structures ever attempted? Satisfies department distribution requirement in comparative/international politics. Sophomore standing required.

**PLSC 2370 Global Political Economy (4 Credits)**

Global Political Economy (GPE) examines the interplay between politics and economics within and across nation-states in response to international politics and economics. The course explores the effect of political factors on international economic relations and the impact of international economic factors on domestic and international politics. The objective is to evaluate various theories of the global political economy through observation of the global political-economic system. Satisfies the department's distribution requirement in comparative/international politics. Prerequisite: Sophomore standing.

**PLSC 2410 American Government Simulation (4 Credits)**

This course explores American politics by simulating the legislative process of the federal government. Students play either a member of the House of Representatives or a member of the Executive Branch. The simulation requires that students seek the goals related to their position. By putting theory into practice, students gain a better understanding of Washington politics. Satisfies the department distribution requirement in American politics. Prerequisite: Sophomore standing.

**PLSC 2415 Campaigns and Elections (4 Credits)**

The U.S. holds hundreds of elections every year, but presidential elections stand alone as the only truly national contests. What influences presidential selection? What information can we gain as citizens and scholars from national presidential debates? These elections are guided by distinct rules (including nominations via primaries and caucuses, evolving campaign finance laws, and the strict requirements of the Electoral College) with ever-changing strategies to maximize support under these rules. This class provides students with the historic context and political science concepts and theories to better understand the many steps involved in electing U.S. presidents.

**PLSC 2420 American Presidency (4 Credits)**

Historical development and current role and powers of the U.S. presidency. Prerequisite: sophomore standing.

**PLSC 2425 Religion in American Politics (4 Credits)**

This course offers a broad, critical overview of the relationship, and some of the tensions, between religion and politics in the United States. We first review how the historical presence of a variety of American religious groups and perspectives on the relationship between church and state have impacted the nation's often conflicted sense of identity as well as the tenor of our ongoing debates about - and within - religion in American politics. That gives us a foundation for exploring a number of current "hot button" issues like debates over "moral values" and faith-based initiatives. Satisfies the department distribution requirement in American politics. Prerequisite: sophomore standing.

**PLSC 2430 Political Parties & Interest Groups (4 Credits)**

Evolution and structure of political parties; how they mobilize voters and provide leadership of political issues. Satisfies the department distribution requirement in American politics. Prerequisite: sophomore standing.

**PLSC 2450 Latinx Politics in the United States (4 Credits)**

Examines the history and contemporary role of the Hispanic/Latinx population in the U.S. political system, exploring themes including identity, racialization, immigration, social movements, public opinion, political behavior, and public policy.

**PLSC 2460 Re-Inventing Europe (4 Credits)**

Politics, economics and culture of Europe of today including basics of parliamentary democracy, contemporary political economy and national identities of major European countries as well as developments in the European Union and Eastern Europe. This course counts toward the sub-field requirement for PLSC majors in the comparative/international politics.

**PLSC 2470 State and Local Politics (4 Credits)**

This course examines the general and the unique traits of the politics, institutions, and policy processes of state governments. We will, in addition, take advantage of our location and focus on the government and politics of Colorado. Satisfies the department distribution requirement in American politics. Prerequisite: Sophomore standing.

**PLSC 2480 U.S. Congress (4 Credits)**

Structure and functions of U.S. Congress and congressional behavior. Satisfies the department distribution requirement in American politics. Prerequisite: sophomore standing.

**PLSC 2500 Political Psychology (4 Credits)**

This course examines the intersection of politics and psychology. Students will examine how emotion, cognition, and group psychology influence political actors and policy outcomes. Students will apply these concepts to voting, foreign policy decision-making, and the formation of belief systems.



**PLSC 2510 Women in U.S. Politics (4 Credits)**

This course focuses on the role of women in U.S. politics, with an emphasis on voting, elections, and representation. Topics include the woman suffrage movement, women's voting patterns, women as candidates, and women holding elected office. Prerequisite: sophomore standing.

**PLSC 2520 Public Opinion & Behavior in the US (4 Credits)**

Why do people believe the things they believe about American politics? Why do people get involved in politics at all? Through this course, we'll explore the attitudes, beliefs, and behavior of the American voter through traditional participation like voting, higher cost activities like volunteering for campaigns, or less traditional forms like running for office or participating in protests. This class provides a strong background on the scholarly literature surrounding participation and opinion and helps to dispel common myths about voters.

**PLSC 2530 Race & Ethnicity in US Politic (4 Credits)**

This course addresses the issues of race and ethnicity in American politics through two lenses: the crafting and implementation of domestic policies (such as welfare, education, and the criminal justice system) and the framing of political decisions. After an introduction to historical, sociological, and psychological approaches to the study of race and ethnicity, we apply these approaches to studies of American public policy. The course then transitions, examining the explicit and implicit racialization of political decisions. Throughout the course, students consider the role of institutional design, policy development, representation, and racial attitudes among the general public in shaping the American political environment.

**PLSC 2611 Neoliberalism: The Privatization of Everything, and its Problems (4 Credits)**

This course examines the origins, evolution, and implementation of "neoliberalism," the policy persuasion that advocates privatizing, marketizing, and deregulating the provision of almost all goods and services. Special attention will be given to the privatization of the provision of national security, what historically has been viewed as the most central function of government. This course satisfies the department's political theory distribution requirement.

**PLSC 2620 Quest for Community (4 Credits)**

This course explores how political theory over the past several decades has grappled with the benefits, limitations, and paradoxes of liberalism in the post-modern world. Inquiry revolves around whether and how liberalism can deal with the identities, differences, and distributive inequalities that complicate our world today. Is liberalism -or its successor ideology, neoliberalism- an appropriate model for political community, or should it be replaced with a different paradigm? What would it mean to think beyond liberalism to something more radical and democratic? Satisfies the department distribution requirement in political theory. Junior standing required.

**PLSC 2630 American Political Thought (4 Credits)**

Where do distinctly "American" values and beliefs come from and why are they so fiercely held? Are there viable alternatives to the classic ways in which Americans tend to address our social and political problems? This course offers an exploration of these questions from the perspective of a diverse array of American political thinkers. Starting before the Founding and continuing to political thinkers of the present day, this seminar-style course will examine different interpretations of American identity—and the unique ways they intersect—in American political speech and theory. Satisfies the department distribution requirement in either American politics or political theory. Prerequisite: Sophomore standing.

**PLSC 2650 Democracy and the Corporation (4 Credits)**

Corporations have emerged as dominant governance institutions. The largest of them reach into virtually every country in the world and exceed most governments in size, wealth, logistic capabilities, and influence. Their governance is directed both inward, structuring the environment in which most modern adults work, and outward, influencing government policy and the broader social landscape. This course will focus on the special features of corporations as governance institutions, and on the process through which corporate managers have attained significant autonomy from government and from shareholders in exercising their governance powers. Satisfies the department distribution requirement in political theory. Prerequisite: sophomore standing.

**PLSC 2660 Feminist Political Thought (4 Credits)**

This course surveys political theory literatures on feminist thinking and activism. Readings will survey historical and contemporary theories of gender, identity, patriarchy, misogyny, and liberation. Course will center trans and of-color feminist narratives thinking and practices. Emphasis on critical analysis of various feminist texts in writing and in class discussion.

**PLSC 2670 Radical Democracy (4 Credits)**

What does it mean to say "the people acted"? What is democracy, or what could it be? This course pursues answers to these questions through an exploration of works in political theory. We will read texts that attempt to move beyond procedural forms of democracy such as elections and representation and argue for more substantive forms of democracy in the form of deliberation, racial justice, and disagreement. To think about the ideas in these texts as resources for enacting radical democracy from within less than democratic institutions, we will also conduct voter registration and/or education on or off campus.

**PLSC 2701 Topics in American Politics (4 Credits)**

Focuses on specific issues in politics of the United States. PLSC 2701 satisfies the department's distribution requirement in American politics. Prerequisite: sophomore standing.

**PLSC 2702 Topics in Comparative Politics (4 Credits)**

Focuses on topics in comparative and/or international politics. Satisfies the departmental sub-field requirement in comparative/international politics. Prerequisite: sophomore standing.

**PLSC 2703 Topics in Law and Politics (4 Credits)**

Focuses on topics in law from a political science perspective. Satisfies departmental distribution requirement in law. Prerequisite: sophomore standing.

**PLSC 2704 Topics in Political Theory (4 Credits)**

Focuses on topics in political theory. Satisfies departmental sub-field requirements in political theory. Prerequisite: sophomore standing.

**PLSC 2755 Legal Actors and Institutions (4 Credits)**

This course examines the legal system from the points of view of those who work within it. It considers the social characteristics of lawyers, judges, regulators, elected officials and non-state actors, and how they matter to the social construction of law. The emphasis is on the social organization of law and the everyday interactions that bring meaning to the legal system. It considers and seeks to understand how legal roles, legal institutions and power relations within the law influence its development and practice. Throughout the course, students are required to think critically about how society and the social relationships of law influence law's outcomes. Prerequisite: Sophomore standing.

**PLSC 2820 Constitutional Law: Civil Rights and Liberties (4 Credits)**

This course addresses major ideas and principles of U.S. constitutional law, with a focus on equal protection of the law, fundamental rights, and freedom of speech and religion. Within each of these areas, we will consider the development of court rulings over time, economic and political influences on court decision-making, and policy implications of these rulings. While PLSC 2860 complements this course, it is not necessary to take both courses. Satisfies the department distribution requirement in law. Prerequisite: Sophomore standing.

**PLSC 2825 The Politics of Rights (4 Credits)**

This course examines rights and rights-claims as complex and contingent resources for political actors. The class aims at equipping students to be better able to identify, understand, and critically evaluate how, why, and to what end rights claims are used in politics. Particular attention is paid to social and political movements that use rights-claims, as well as the various advantages, limitations, and problems that can accompany rights-based political appeals. Prerequisite: sophomore standing or above.

**PLSC 2830 Judicial Politics (4 Credits)**

This course considers the role of courts, especially the Supreme Court, in the U.S. political system. Topics include the the potential dangers and benefits of allocating significant power to un-elected justices, judicial decision-making, Court-Congress interaction in developing public policies, the social and political effects of court rulings, and legal interest groups.

**PLSC 2840 International Law & Human Rights (4 Credits)**

This course explores the role that international law plays in promoting human rights. Why did states first commit to international human rights protections after the Second World War? Why did states voluntarily surrender their sovereignty by signing and ratifying human rights treaties that limit their freedom to act domestically? Does this international law influence governments' human rights practices? Who enforces international human rights law? Which countries are leaders or laggards when it comes to international human rights? This course can count toward the sub-field requirement for PLSC majors in either law or comparative/international politics.

**PLSC 2850 Politics of Criminal Justice in the US (4 Credits)**

Problems and reforms in American criminal justice system; causes and extent of crime, excessive use of force by police, systemic racism, bail reform, probation and parole; prisons and police/community relations. Prerequisite: sophomore standing.

**PLSC 2855 Conservative Politics and the Courts (4 Credits)**

This course focuses on the reasons for and uses of litigation and judicial politics in the pursuit of conservative ends. As such, the class critically examines the different major sub-groups that define modern American conservatism; how these subgroups compare to and interact with one another; the conditions that allow for political movements generally to use courts in pursuing policy ends; and the specific steps that various American conservative groups have taken in order to influence courts, law, and policy. Introduction to American Politics (PLSC 1000) is recommended, but not required.

**PLSC 2860 Constitutional Law: Governmental Structures and Powers (4 Credits)**

This course addresses major ideas and principles of U.S. constitutional law, with a focus on federalism, the growth of national power, and separation of powers. Within each of these areas, we will consider the development of court rulings over time, economic and political influences on court decision-making, and policy implications of these rulings. While PLSC 2820 complements this course, it is not necessary to take both courses. Satisfies the department distribution requirement in law. Prerequisite: Sophomore standing.

**PLSC 2870 Theories of Law (4 Credits)**

Approaches to law, courts and judges focusing of various theories of law including legal realism, feminist legal theory, law and society, law and economics, behavioralism. Prerequisite: sophomore standing.

**PLSC 2880 Comparative Constitutional Politics (4 Credits)**

Many fear that democracy is in decline, in the US and around the world. Citizens in the US and many other countries look to judicial review of written constitutions as a way to preserve democracy while protecting rights. Yet can judges serve effectively as guardians of democracy or rights? Do US-style "checks and balances" violate the "separation of powers" when judges declare that laws – approved by elected representatives in the legislative and executive branches – are unconstitutional and must be overturned? Does this approach of "constitutionalism" create a "juristocracy" – government by judges – that is incompatible with representative democracy? In this course, we examine constitutional politics comparatively, (1) exploring why constitutionalism spread widely during the postwar and post-Cold war eras and (2) analyzing its implications for contemporary democracies and their citizens. As a course in the sub-field of comparative and international politics, cases from outside the US will be the focus of our inquiry, with the US discussed in comparative perspective.

**PLSC 2901 Political Inquiry (4 Credits)**

Introduces political inquiry within the discipline of political science, examining quantitative, qualitative, and historical research methods with a focus on basic principles of effective research design and data analysis; no previous mathematical background is necessary. By the end of the course, students are able to evaluate scientific research, frame a research question, and design a research study. Prerequisite: sophomore standing.

**PLSC 2988 Study Abroad Resident Credit (0-18 Credits)****PLSC 3290 Capstone Seminar in Politics (4 Credits)**

This capstone seminar is required for all majors and explores theoretical and empirical issues of politics with application to specific political developments. Topics vary by section and instructor. All students complete a significant independent research paper based in part on analysis of primary source materials. Senior standing required. Political Science majors only.

**PLSC 3701 Topics in Political Science (1-4 Credits)****PLSC 3702 Topics in Political Science (1-4 Credits)****PLSC 3703 Topics in Political Science (1-4 Credits)****PLSC 3704 Topics in Political Science (1-4 Credits)****PLSC 3982 Political Internship (1-4 Credits)**

This is a hybrid on-line/in-class internship course. Students may work on political campaigns at the federal, state, or local level. Students will keep journals structured by questions from a faculty member, meet in a seminar with others doing an internship to reflect on service in their placement, respond to on-line assignments and writing prompts, and write a research paper integrating their experience with relevant scholarship.

**PLSC 3985 Legal Internship (4 Credits)**

This is an online class for students working in internships related to the legal profession. Students may work in the local courts, advocacy organizations, the public defender's office, or the district attorney's office, either in Denver or elsewhere in the U.S. Students will complete internship hours in addition to engaging in an online course that focuses on professional development, reflections on the internship experience, and relevant legal scholarship. Students are responsible for applying to and securing their own internships (with assistance from the professor), and should plan to begin this process early, typically in advance of registration.

**PLSC 3988 Study Abroad Resident Credit (0-18 Credits)****PLSC 3990 Honors Thesis (2-8 Credits)**

Independent work on honors thesis. Prerequisite: senior standing.

**PLSC 3991 Independent Study (1-4 Credits)**

Independent scholarship on a theoretical or empirical project. Prerequisite: faculty approval.

**PLSC 3995 Independent Research (1-10 Credits)**

Students must get instructor permission and fill out an Independent Study/Research form in order to enroll in an independent research course.

## Psychology (PSYC)

**PSYC 1001 Foundations of Psychological Science (4 Credits)**

The goal of this course is to provide a general introduction to psychology examining the biological basis of behavior, perception, learning, memory, developmental transitions, personality, psychopathology, treatment, and social contexts for behavior. After completing this course, students will be able to (1) demonstrate an understanding of the defining principles and perspectives central to the inquiry of psychological science, (2) understand appropriate methods, technologies, and data that social and behavioral scientists use to investigate human functioning and conduct, and (3) develop and communicate alternative explanations or solutions for social issues considering cultural and social contexts. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PSYC 1700 Topics in Psychology (4 Credits)****PSYC 2031 Introduction to Cognitive Neuroscience (4 Credits)**

The goal of this course is to examine the relations between brain and behavior to better understand how complex behavior is mediated by the brain. Prerequisite: PSYC 1001.

**PSYC 2070 Child and Lifespan Development (4 Credits)**

This course explores biological, cognitive, social and emotional development across the lifespan, from the prenatal period through old age. After completing this course, students will be able to understand developmental methods and data that scientists use to investigate human development, apply developmental concepts to real-life situations and contexts, and understand explanatory systems and theories. Special attention is given to the influence of cultural and socioeconomic variations on human development. Prerequisite: PSYC1001.

**PSYC 2090 Human Sexuality (4 Credits)**

Physiological, behavioral and social aspects of human behavior. Prerequisite: PSYC 1001.

**PSYC 2112 Psychology Research (1-5 Credits)**

Through this course, students receive course credit while working on research projects in faculty-directed research groups. Roles and responsibilities vary by type of research conducted, phase of research projects that are active, and experience of the student participating in research. Students should reach out to those running research groups to ask about availability for any given quarter. Permission of instructor required.

**PSYC 2300 Introduction to Statistics (4 Credits)**

Elementary statistical methods in psychology and education. Required for all students, but especially important for students planning graduate work in psychology. Recommended: knowledge of basic algebra. Prerequisite: PSYC 1001.

**PSYC 2500 Adult Psychopathology (4 Credits)**

Nature, causes, treatment and prevention of patterns of psychopathology (clinical disorders), primarily in adults. Prerequisite: PSYC 1001.

**PSYC 2540 The Psychology of Couples Relationships: From Dating to Mating and Beyond (4 Credits)**

The primary complaints of couples in therapy include: "We can't communicate." "We fight too much." "We have grown apart and have no sex." "He/she cheats on me and /or is aggressive." We cover research on these issues, as well as how to help couples select great mates and have a lifetime loving healthy relationship. Throughout the course we cover overarching themes including the influence of popular culture (listening to music, watching movie clips) diversity in relationships (e.g., Same-sex Marriage). Prerequisite: PSYC 1001.

**PSYC 2610 Forensic Psychology (4 Credits)**

Scientific study of the the intersection of human behavior and the legal process. Prerequisite: PSYC 1001.

**PSYC 2620 Psychology of Diversity (4 Credits)**

This course provides a deep investigation into issues of diversity from a psychological perspective, including how we can understand both the value of and the threats to diversity in regards to gender, race, age, weight, and more. Prerequisite: PSYC 1001.

**PSYC 2630 Organizational Psychology (4 Credits)**

This course will provide an introduction to the field of Organizational Psychology. Organizational psychologists aim to understand behavior in organizational settings. Additionally, they apply psychological research to understanding behavior at work. The course will be broken into three units that focus on different levels of the organization. In the first unit, we will discuss the individual-level, including topics such as personality and diversity. The second unit will focus on groups, including topics such as group dynamics and negotiation. In the third unit, we will apply what we've already learned to understand the system-level, including discussions of organizational culture and organizational change. Prerequisite: PSYC 1001.

**PSYC 2700 Topics in Psychology (1-4 Credits)**

Prerequisite: PSYC 1001.

**PSYC 2701 Topics in Psychology (1-4 Credits)**

Prerequisite: PSYC 1001.

**PSYC 2740 Social Psychology (4 Credits)**

Concepts, data and principles regarding social influences on human behavior. Prerequisite: PSYC 1001.

**PSYC 2751 Junior Honors Research Seminar (1-4 Credits)**

First course in a two-year sequence. Research, design and methodology to facilitate a senior research thesis. Prerequisites: PSYC 1001. PSYC 3050. Requires acceptance to psychology distinction program and permission of instructor.

**PSYC 2752 Junior Honors Research Seminar (1-4 Credits)**

Second course in a two-year sequence. Research, design and methodology to facilitate a senior research thesis. Prerequisites: PSYC 1001. Requires acceptance to psychology distinction program and permission of instructor.

**PSYC 2760 Field Experiences in Learning & Applied Behavior Analysis (4 Credits)**

Introduction to the application of learning principles and applied behavior analysis. Students obtain first-hand experiences working in a community setting. Prerequisites: PSYC 1001. Permission of instructor required.

**PSYC 3010 Psychology Micro-credential (2 Credits)**

In this class, students brainstorm, develop, and execute an experiential project in the area of either Diversity and Inclusion, Data-informed Decisions, or Mental Health, while engaging in a variety of professional development activities (e.g., mock interviews, in-class workshops on writing CVs, resumes, and personal statements). Each student's experiential project is unique, related to their chosen micro-credential pathway, and based on their personal area(s) of interest. For example, a student pursuing a Diversity and Inclusion micro-credential might chose to investigate the efficacy of workplace diversity trainings and create an industry-facing resource for effective training approaches. A student on the Data-informed Decisions pathway might propose or conduct a research study or learn a new data analysis software (e.g., R, JASP, SPSS). Finally, a student pursuing a micro-credential in Mental Health might engage in an internship or interview clinicians and write a report on their findings. Overall, this class allows students the opportunity to delve deeper into an area of psychology they are personally passionate about and helps them to be better prepared for whatever comes next after graduating from the University of Denver. By passing this class and (separately) passing two required classes and one elective class (based on the student's chosen micro-credential pathway; course options can be found here: <https://liberalarts.du.edu/psychology/academics/psychology-micro-credentials>), students can earn a micro-credential and digital badge. (More information about micro-credentials and digital badges can be found here: <https://www.du.edu/registrar/academic-programs/micro-credentials-badges>). Instructor approval is required to join this course and is only granted after interviewing and applying (contact Dr. Daniel Storage at [Daniel.Storage@du.edu](mailto:Daniel.Storage@du.edu) for more information).

**PSYC 3015 Nonverbal Behavior (4 Credits)****PSYC 3020 Adolescence (4 Credits)**

This course examines development during the adolescent years exploring biological, cognitive, and social transitions central to this developmental stage. It considers key contexts in which adolescents develop: families, peer groups, schools, work, leisure, and the mass media. Special attention is given to the importance of diverse social and cultural experiences and its impact on adolescent behavior and cognition. Prerequisites: PSYC2070 and PSYC3050, must be major or minor in psychology, must have junior or senior standing.

**PSYC 3028 Social Cognition (4 Credits)**

Social cognition describes how people make sense of themselves and others. The emphasis on “how” is important—social cognition research focuses on perceptual, cognitive, and affective processes that help people think about themselves and others. You will learn about the theories, findings, and methods in a specific area of study. If you have not taken one of those courses, you should talk the instructor before signing up for this class. Prerequisites: PSYC 2740 and PSYC 3050. Course is restricted to psychology majors or minors with at least junior standing.

**PSYC 3029 Imaging the Mind (4 Credits)**

Imaging the Mind is an introductory course to the basic theory and data analysis techniques used in functional magnetic resonance imaging (fMRI). It will cover basic brain anatomy, the basic physics of MRI, experimental design, data processing and the issues associated with data processing, and interpretation of fMRI data. Students in this course will receive hands-on experience in processing a data set from start to finish. They will apply different image preprocessing techniques, statistical design parameters, and statistical models to determine how these factors influence the outcome of the data and how these factors influence the interpretation of that data. In this manner, each student will be exposed individually to the decision issues and interpretation pitfalls involved in fMRI data analysis. Cross listed with PSYC 4255. Prerequisites: PSYC 2031 and PSYC 3050, must be major or minor in psychology, must have junior standing. Permission of the instructor required.

**PSYC 3032 Introduction to Neural Networks (4 Credits)**

Introduction to basic principles and computational methods in artificial neural network modeling; neural models of cognitive and psychological processes examined and evaluated. Cross listed with PSYC 4254. Prerequisite: PSYC 1001 and PSYC 3050. Must be major or minor in psychology. Must have junior standing. Permission of instructor required.

**PSYC 3035 Seminar: Cognitive Neuroscience (2 Credits)**

This seminar is for students in the cognitive neuroscience specialization, a joint program with Biological Sciences. The goal of the seminar is to provide an opportunity for senior-level cognitive neuroscience majors to apply the knowledge and skills they have acquired in other courses to current cutting-edge topics in the field. Prerequisites: PSYC 2031 and PSYC 3050, must have cognitive neuroscience concentration, must have senior standing.

**PSYC 3045 The Developing Brain (4 Credits)**

This course presents an overview of current research and methods in the field of developmental cognitive/affective/social neuroscience. The course examines what the brain tells us about development and what development tells us about the brain. Topics include sensitive periods for neuroplasticity, pediatric neuroimaging methods, attention, language, affective and social development. Prerequisites: PSYC 2031 and PSYC 3050. Must be major or minor in psychology, must have junior standing.

**PSYC 3050 Research Methods (4 Credits)**

Survey of research methods and research designs in psychology used to study behavior. Required for all psychology majors, especially foundational for those planning graduate work focusing on research in psychology. Prerequisites: PSYC 2300 or INFO 1020 or BIOL 2090 or STAT 1300. Must be major or minor in psychology.

**PSYC 3055 The Neuroscience and Psychology of Parenthood and Parent-Child Relationships (4 Credits)**

This course explores the theory, research and issues relevant to parenthood and parent-child relationships. The course overviews the evolutionary, neurobiological, and psychological perspective of parent-child relationships with a focus on the understanding of recent advances in neuroscience research. Topics include neuroplasticity of parental brain, maternal vs. paternal biology for parenting, and social and biological determinants of parent-child relationships. Emphasis is placed on discussion of current research, evaluation of the findings, and proposals and ideas of new research in the field. The goal is not to memorize facts but rather to learn to think like a developmental cognitive/social neuroscientist. Cross-listed with course PSYC 4055. Prerequisites: PSYC 2031 and PSYC 3050; must be major or minor in psychology; must have junior standing.

**PSYC 3060 Eating Disorders (4 Credits)**

Overview of etiology, clinical presentation, prevention and treatment of eating disorders. Prerequisites: PSYC 2500 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3080 Drugs and Behavior (4 Credits)**

Nature of licit and illicit drugs; their short- and long-term biological and psychological effects. Prerequisites: PSYC 2031 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3085 Autism (4 Credits)**

This course offers an in-depth examination of autism spectrum disorder (ASD) including a discussion of the characteristics of ASD, variables that contribute to one's likelihood of developing ASD, and treatments and strategies that are effective in supporting individuals with ASD. Prerequisites: PSYC 2070 and PSYC 3050; must be majoring or minoring in psychology, must have junior standing.

**PSYC 3090 Infancy and Early Childhood (4 Credits)**

The objective of this course is to introduce the study of early development focusing on the prenatal and infant periods. This course considers the exciting changes that take place during pregnancy for both mom and fetus. This course considers biological, cognitive, social, and physical development. This course is part of the field of Developmental Science. The prominent theories and research in the field are considered. Questions developmental psychologists currently and historically study and the research they conduct to help answer these questions are explored. Prerequisite: PSYC 2070 or PSYC 2050 or PSYC 2055, and PSYC 3050. Must be either a major or minor in psychology. Must have junior standing.



**PSYC 3095 Middle Childhood (4 Credits)**

Introduction to the physical, social-emotional, and cognitive development of children ages 6 to 12. The influence of families, culture, race/ethnicity, and teacher/school characteristics on children's development will be emphasized. Prerequisites: PSYC 3050; Must be either a major or minor in Psychology; Junior standing.

**PSYC 3109 Depression (4 Credits)**

This course extends knowledge acquired in PSYC 1001 and in PSYC 2500 to the in-depth study of mood disorders (unipolar and bipolar depression) across the lifespan. It covers in depth various topics, including description and classification of mood disorders, the various causes of these emotional disturbances (e.g., psychosocial, biological, genetic), and treatments of these disorders across the lifespan. Prerequisites: PSYC 2500 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3112 Advanced Psychology Research (1-5 Credits)**

This course provides an opportunity for students who have already completed 10 hours of PSYC 2112 Psychology Research to gain advanced experience in a current research group run by a faculty member in psychology. Prerequisites: 10 hours of PSYC 2112, 40 credit hours in psychology, and permission of instructor.

**PSYC 3120 The Science of Love (4 Credits)**

This course explores the theory, research and issues relevant to love in parent-child and romantic relationships. Prerequisites: PSYC 1001, and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3130 Couples Therapy and Relationship Education: Current Status and Future Directions (4 Credits)**

There are two major approaches to helping couples achieve happy and healthy relationships over time: Couples Therapy and Couples Relationship Education. Whereas therapy helps distressed couples improve an unhappy relationship, relationship education serves as a preventative intervention designed to help happy couples protect and preserve their happiness. This course covers the major research-based approaches to couples therapy, including Cognitive-Behavioral Therapy, Integrative-Behavioral Couples Therapy and Emotional-Focused Couples Therapy. In addition, the class covers the major research-based approaches to couples relationship education, including PREP, CouplesCare, and Relationship Education. The class also focuses on both common and distinctive challenges that couples face, including: long-distance relationships, having a child, overseas deployments for military couples, psychological issues, substance abuse, medical issues, infidelity, aggression, dealing with social media and aging. Finally, the class covers issues related to diversity, including same-sex couples, interracial couples and couples from other countries and cultures. Prerequisites: PSYC 3050, PSYC 2740 and PSYC 2300 or equivalent. Must be a major or minor in psychology, must have junior standing.

**PSYC 3150 Senior Honors Research Seminar (1-5 Credits)**

In conjunction with senior research thesis. Prerequisites: PSYC 2751 and PSYC 2752.

**PSYC 3151 Senior Honors Research Seminar (1-5 Credits)**

In conjunction with senior research thesis. Prerequisites: PSYC 2750, PSYC 2751 and PSYC 2752.

**PSYC 3152 Senior Honors Research Seminar (1-5 Credits)**

In conjunction with senior research thesis. Prerequisites: PSYC 2751 and PSYC 2752.

**PSYC 3155 Motivation and Emotion (4 Credits)**

Social and biological approaches to study of motivation and emotion in humans and lower animals. Prerequisites: PSYC 2031 and PSYC 3050. Must be major or minor in psychology. Must have junior standing.

**PSYC 3160 Emotion Regulation (4 Credits)**

This course covers the current state of psychological and neuroscience research on how we're able to control our emotions (emotion regulation). This topic includes studies of different types of emotion regulation strategies, such as cognitive reappraisal and expressive suppression, stress and coping, as well as self-regulation more broadly. This is a service learning course; students are required to give presentations to the class and to community members. Prerequisites: PSYC 2031 and PSYC 3050; must be major or minor in psychology, must have junior standing.

**PSYC 3262 Affective Neuroscience (4 Credits)**

Affective neuroscience is the study of emotions in the brain. In this course, we explore how new frontiers in emotion research, from brain scans to psychoactive drugs to monkey colonies, have changed the way we think about emotions and moods. We aim to learn how scientists ask these new questions: How and what can we learn about emotion from animal models, patient studies, genetic studies, brain scans, and drugs? We learn and debate different theories about what emotions are: When are emotions helpful and harmful? Why do we have them? How many are there? Can we control how we feel? Finally, we learn how to think about emotions scientifically: What kind of evidence matters? How do emotion scholars talk about their work? What kind of questions can we ask, and what kind can we hope to answer? Cross listed with PSYC 4262. Prerequisites: PSYC 2031 and PSYC 3050; must be major or minor in psychology, must have junior standing. Permission of the instructor required.

**PSYC 3300 Psychology of Inequality (4 Credits)**

Living in contexts of high economic inequality has psychological implications for everyone, not just those at the upper or lower ends of the economic spectrum. In this course, we will explore current trends in economic inequality and discuss how people think about inequality. We will also examine the consequences of inequality for individuals and for social groups. We will pay particular attention to how the cultural and social environment may lead to thought processes that justify and reinforce inequalities. Finally, we will discuss potential strategies that can help reduce inequality or buffer against its consequences. Prerequisites: PSYC 2740 and PSYC 3050.



**PSYC 3350 Cultural Psychology (4 Credits)**

This seminar examines how people's sociocultural context shapes their thoughts, feelings, and behaviors. To approach this question, we read and discuss classic as well as recent theoretical and empirical articles from the field of cultural psychology. Topics include defining culture; dimensions of cultural variation; culture-biology interactions; methodological considerations; cultural influences on cognition, emotion, the self, moral judgment, and health; cultural neuroscience; cultural approaches to race and ethnicity; and mechanisms of cultural influence. Throughout, this course emphasizes sociocultural diversity in psychological processes. Students are encouraged to develop empirically tractable ways of asking and answering questions relating to cultural psychology and to apply concepts of cultural psychology to their own research. Prerequisite: PSYC 2740 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3520 Introduction to Clinical Psychology (4 Credits)**

Overview of clinical roles theory and research; function and dilemmas of clinical psychologists. Prerequisites: PSYC 2500 and PSYC 3050; must be major or minor in psychology, must have junior standing.

**PSYC 3530 Child Psychopathology (4 Credits)**

Child Psychopathology surveys the latest theory and research in the field of developmental psychopathology, which is the study of abnormal behavior from a developmental perspective. Students learn about what the emotional and behavioral disorders of childhood and adolescence are, what causes them, and how they are treated. Additionally, the course covers how we judge what is considered to be abnormal or atypical, how we classify abnormal or atypical behavior, and how we acquire knowledge about developmental psychopathology. Prerequisites: PSYC 2500 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3550 Personality (4 Credits)**

This course will provide an introduction to the study of personality. Personality psychologists aim to understand how people make sense of who they are, why people behave the way that they do, and how individuals are similar to and different from one another. Course restricted to psychology major or minor students with at least junior standing. Prerequisites: PSYC 2500 and PSYC 3050.

**PSYC 3610 Advanced Topics in Philosophy, Psychology, and Cognitive Science (4 Credits)**

This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, psychology, and cognitive science. More specifically, our main goal is to engage in a critical discussion of how the study of the mind requires an interdisciplinary approach that integrates empirical findings with conceptual and philosophical theorizing. Cross listed with PHIL 3610. Prerequisites: PSYC 1001 and PSYC 3050; must have junior standing.

**PSYC 3660 Perception: A Cognitive Neuroscience Approach (4 Credits)**

An introduction to human perception with a strong emphasis on visual perception. This course evaluates the current understanding of how neural activity in the brain allows people to perceive basic sensory features (e.g., brightness, color, size, position, depth, movement, loudness and pitch) as well as recognize and discriminate complex perceptual patterns (e.g., 2D-shapes, 3D-objects, faces, and scenes). The underlying mechanisms are discussed on the basis of behavioral, neurophysiological, and computational evidence. We attempt to understand how the brain creates what we see and hear. Cross-listed with PSYC 4660. Prerequisites: PSYC 2031 and PSYC 3050; must be a major or minor in psychology, must have junior standing.

**PSYC 3665 Executive Functioning (4 Credits)**

This course provides an overview of current research, theories, and methods in the study of executive function and cognitive control. We will explore executive function from an interdisciplinary perspective, drawing on work from cognitive psychology and neuroscience, clinical neuropsychology, and developmental and educational psychology. Topics include the brain basis of executive function and cognitive control, the unity and diversity of executive functions, the development of executive functions, emotion and motivation as modulating influences on executive control, executive function in psychopathology, the role of individual differences, and links between executive function performance and higher-order behavioral outcomes. Prerequisites: PSYC 2031. Enrollment restricted to PSYC majors or minors with Junior standing.

**PSYC 3666 Brain Development & Cognition (4 Credits)**

Examines what the brain tells us about development and what development tells us about the brain. Topics include subcortical and cortical developments to the acquisition of language and drawing. Prerequisites: PSYC 2070 and PSYC 3050; must be major or minor in psychology, must have junior standing.

**PSYC 3688 Clinical Psychopharmacology (4 Credits)**

This course offers an in-depth examination of medications used to treat mental disorders, including the neurobiology of these medications. Different options available for each disorder will be discussed, along with issues related to the effective use of psychiatric medications. Prerequisites: (PSYC 3080 or BIOL 3642) and PSYC 3050, must be major or minor in psychology, must have junior standing.

**PSYC 3701 Topics in Psychology (1-4 Credits)**

Prerequisites: PSYC 1001 and PSYC 3050; must be major or minor in psychology, must have junior standing.

**PSYC 3759 Foundations for Field Experiences (2 Credits)**

Students prepare for internships in the helping field by learning about various placement settings that provide services to client populations, learning basic therapeutic skills, and preparing to seek internships. Prerequisites: PSYC 2500 or equivalent, 21 years old by October 1, must be major in psychology, must have junior standing. Permission of the instructor required. Corequisite: PSYC 3760.

**PSYC 3760 Field Experiences in Psychology (2 Credits)**

Students meet weekly with professor and complete an unpaid internship at a community organization. Prerequisites: PSYC 2500 or equivalent, 21 years old by October 1, must be major in psychology, must have junior standing. Permission of the instructor required.

**PSYC 3761 Field Experiences in Psychology (4 Credits)**

Students meet weekly with professor and complete an internship at a community organization. This class has a service learning component. Prerequisites: PSYC 2500 or equivalent, PSYC 3760, must be major in psychology, must have junior standing. Permission of the instructor required.

**PSYC 3762 Field Experiences in Psychology (4 Credits)**

Students meet weekly with professor and complete an unpaid internship at a community organization. This class has a service learning component. Prerequisites: PSYC 2500 or equivalent, PSYC 3760, PSYC 3761, must be major in psychology, must have at least junior standing. Permission of the instructor required.

**PSYC 3800 Internships in Psychology (4 Credits)**

Students complete an internship in the mental health or social work field while simultaneously completing assignments via our online classroom environment aimed at enhancing their understanding of 1) the application of psychological knowledge, b) professional development issues, and c) ethical and legal guidelines that impact social service providers. Must be a psychology major. Permission of instructor required and written confirmation from an internship site that indicates they will provide an unpaid internship slot for the student during the course duration. Prerequisites: PSYC 1001 or its equivalent, and PSYC 2500 or its equivalent.

**PSYC 3991 Independent Study (1-10 Credits)**

Maximum of 5 hours per quarter not to exceed a total of 10 quarter hours.

**PSYC 3999 Psychology Senior Assessment (0 Credits)**

This course involves a required assessment of graduating psychology majors' knowledge of the discipline based on coursework taken one quarter prior to graduation. Prerequisites: at least any four of the following courses required for the major: PSYC 1001 or equivalent, PSYC 2300, 3050, PSYC 2500, PSYC 2070, PSYC 2031, PSYC 2740, and at least 163 total credit hours or at least 30 credits of psychology hours.

## Public Policy (PPOL)

**PPOL 1910 Introduction to Public Policy (4 Credits)**

This class will focus on three main areas. First, we will review the policy-making process in the U.S. and methods of evaluation of critical public policy issues. Second, we will review basic issues with decision-making and their relevance for public policy. Third, we will apply these analytic techniques to some of the most urgent public policy problems, solutions, and tradeoffs we as a society currently confront in the areas such as: government spending, immigration, health care, education, environment, foreign policy. In sum, we will examine a broad range of complex policy choices that our nation faces in this era of remarkable social, economic, and political change. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PPOL 2000 The Politics of American Policymaking (4 Credits)**

This course is designed as a rigorous, analytical introduction for public policy majors to the ways in which American public policy is actually made and includes discussion of (1) Congress; (2) the President; (3) the Supreme Court; and (4) Regulatory agencies. The course is problem-centered and core policy dilemmas are discussed from both cost-benefit and decision-making perspectives. Key topics include the following interrelated issues: (a) fiscal policy and the federal budget; (b) entitlement reform; (c) health care; (d) national security; (e) the financial crisis and economic growth; (f) education; (g) criminal justice; and (h) environmental policy.

**PPOL 2350 Governing Cities Today (4 Credits)**

This course introduces students to current major policy challenges that urban areas worldwide must face. We will begin with a general overview of the evolution of the urban form until today and then we will delve deeper into selected topics of interests for city populations in and out of the U.S., in the developed as well in the developing world. Topics will include development, housing urban mobility, sustainability, safety, and more. The class will feature prominent guest speakers from city governments, businesses, policy organizations, and other urban-relevant sectors.

**PPOL 2701 Topics in Public Policy (4 Credits)**

Various topics in public policy are covered. Topics change each term as deemed appropriate with local, regional, and federal policy issues and regulation changes. Prerequisite: PPOL 2000.

**PPOL 2710 Demography of Public Policy (4 Credits)**

Demography is destiny." The consequences for American public policy are profound. America is aging, but becoming more diverse. A society in the midst of dynamic change is a society full of possibilities, but vulnerable to conflict. Values become indeterminate, with traditional communities vying for legitimacy with emergent cultures. Social movements, often populist in nature, challenge the established political order. This course focuses on the delineation of effective public policies to deal with demographic challenges, including (1) immigration policy; (2) the process of assimilation; (3) education; (4) geographic realignment; (5) competitive advantage of the United States relative to the European Union, Russia, and China. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**PPOL 2802 Supreme Court & Public Policy (4 Credits)**

Students examine the policy-making role of the Supreme Court in such areas as civil rights, economic policy, freedom of expression, and criminal justice, while studying the overall power of the Court to determine social policy.

**PPOL 2804 Federal Budgetary Policy (4 Credits)**

Students gain knowledge of the basics of government fiscal planning through a simulation of the federal budget process.

**PPOL 3115 Economics for Public Policy I: Aggregates and Production (4 Credits)**

The tools and techniques of economics are essential for policy analysis. This course provides an intensive and comprehensive introduction to the field of economic analysis, with a specific emphasis on the applicability of economics to public policy and problem solving within the field of policy analysis. Topics include supply and demand; gross domestic product; business cycles; classical and neo-classical economic theory; Keynesianism and Keynesian equilibrium; the "Chicago School"; fiscal policy; inflation; stimulation of aggregate demand; employment and unemployment equilibrium; creation of money; the Federal Reserve system; national debt; the financial sector; public and private debt. Prerequisite: sophomore standing. Recommended Prerequisite: PPOL 2000.

**PPOL 3116 Economics for Public Policy II: Choices and Competition (4 Credits)**

This course is the sequel to PPOL 3115. Core topics include consumer choice; choices in the public and private sector; the role of private self-interest; the role of governmental self-interest ("public choice"); utility maximization; price elasticity of demand; short and long-run costs; competition; monopoly; efficiency; oligopoly; antitrust policy; positive and negative externalities, such as taxes and regulations; effects of governmental uncertainty; market distortions; trade policy; profitability; productivity; the economics of health care and environmental regulation; leading and lagging indications of economic activity; creation of economic policy; "theory" vs. "applied" considerations. Prerequisites: PPOL 3115 and sophomore standing. Recommended Prerequisite: PPOL 2000.

**PPOL 3117 The Making of Economic Policy (4 Credits)**

This course deals with how economic policy is made. We seek to understand how policymakers confront key decisions and how social, political, and economic forces impact the choices that they make. We will study selected examples of policy design, discussing the views, constraints, and motivations of key actors and groups that influence the policy formation process and explore how these results differ from the policy prescriptions of micro and macroeconomics. We seek to understand key debates around major government policy decisions and analyze the options open to policymakers at the time at which they took those decisions. Through in-depth discussions of selected policy cases, we will explore key issues in macroeconomics, international economics, and development economics that are relevant to the perspective of international relations practitioners. Topics covered include global financial and health crises, fiscal deficits, structural adjustment, the role of multilateral organisms, high and runaway inflation, the causes of underdevelopment, economic sanctions, debt limits, the spread of globalization, and the reliability of economic data.

**PPOL 3118 Public Policy-Money & Finance (4 Credits)**

This course is about money—the fuel that powers American society. Students will develop a sophisticated understanding of the American financial system, while coming to terms with the relationship between money, markets, and government. Students will learn key concepts in public finance, along with the operation of financial instruments like stocks, bonds, commodities and derivatives. Students who take this course will understand monetary and fiscal policy, taxation, exchange rates, and the vital role of credit.

**PPOL 3125 Power and Policy (4 Credits)**

This course focuses on the historical development of American 20th-century policy trends and will emphasize (1) the creation of the regulatory state, beginning in the late 1890s and accelerating through the Progressive Era; (2) the Great Depression, the New Deal, and the rise of entitlement culture; (3) World War II, the rise of the military-industrial state and the suburbanization of the 1950s; (4) the Civil Rights Revolution, the New Frontier and Great Society of Kennedy and Johnson—together with the value changes of the 1960s; (5) the Regan Era and the conservative challenge to big government; and (6) the policy dichotomies and uncertainties.

**PPOL 3230 Analytical & Critical Skills (4 Credits)**

Students gain the tools necessary to analyze competing points of view using empirical techniques and statistical inference. Students also learn the history and development of the scientific method; how to distinguish between speculation, theory, fact, and opinion; how to identify the validity of data; how to identify the intentional obfuscation of issues; and how to evaluate one's own prejudices and vulnerability to argument.

**PPOL 3250 Evidence & Logic in Public Policy (4 Credits)**

This course provides a focus for public policy majors on actual decision-making process within the executive and legislative branches of the federal government. Consideration is given to (1) the role of evidence, empirical analysis, and logic; (2) the role of politics; (3) the role of party affiliation and ideology in the decision-making process; (4) the role of key actors and agencies and the distribution of responsibility; (5) the role of outside experts, such as think tanks and journalists; and (6) the influence of lobbyists and other "rent seekers." Students consider such critical examples of decision-making as the Cuban Missile Crisis; the Gulf of Tonkin Resolution; the decision to invade Afghanistan and Iraq; congressional decisions relating to "health care reform" in 2009 and 2010; and the executive branch decisions involving the financial crisis of 2008, including the emergency implementation of the Troubled Asset Relief Program (TARP). Students write a detailed policy memorandum to a member of the executive branch or to a congressional leader, containing a situational analysis and action recommendation pertinent to a significant "real time" policy controversy.

**PPOL 3300 Ethics in Public Policy (4 Credits)**

1. Survey prominent fields of ethical discourse—academic and public intellectual—ranging from ancient understandings of virtue through contemporary humanism. 2. Evaluate these approaches to ethical decisions by examining a number of current moral issues. 3. Analyze the fundamental relations between morality and the law in general and in a pluralistic, democratic society in particular. 4. Practice civil dialogue. Consider the absolute necessity, but also the limits, of publicly reasoned discourse on this country's most pressing moral challenges. 5. Consider the role of normative theory in personal decision-making, community decision-making, and overlap between the two.

**PPOL 3470 Congressional Internship (1-10 Credits)****PPOL 3701 Topics in Public Policy (1-4 Credits)****PPOL 3715 Sustainable Energy Policy (4 Credits)**

Energy is much in the news, with highly visible controversies over everything from hydraulic fracturing here in Colorado to oil pipelines to mountaintop removal for coal mining to raptor mortality at wind farms. These controversies range from local city ordinances to global treaties and involve everyone from environmental groups to governments to businesses of all sizes. It can be difficult to make sense of this cacophony of events. Where is the global energy system now, where is it going, and what will impede progress toward an energy system that will both serve human needs and protect the environment? Understanding these questions requires background knowledge that puts them into context and creates the opportunity to understand them more deeply. This course will introduce you to the politics and policies involved in sustainable energy, from the local to the global level. In order to make sense of those policies and politics, it will also introduce students to the basics of the energy system, including both conventional and alternative sources.

**PPOL 3980 Internships in Public Policy (0-4 Credits)**

Experience is an important asset when applying for any job. As you will find after graduation, the job market is incredibly competitive, and becoming more so. Gaining real world experience during college will make you a much stronger candidate when seeking that first position after graduation. Through PPOL 3980, you have the opportunity to earn between 0 and 4 quarter credit hours for internships, depending on the number of hours worked. The internship portfolio facilitates a student's academic, professional, and personal growth by providing documentation and representation of the internship experience. Elements of the portfolio will help bridge academic experience with career possibilities, and provides an opportunity for self-reflection through your experience. Analysis of your internship will help identify areas of success and points where you could improve overall. The objective of all aspects is to enable you to be more competitive in a global job market. Internships require departmental approval and must be undertaken during the quarter in which you register for credit. The BA program in PPOL will not award credit retroactively for internships completed prior to the quarter in which students are registered. Prerequisites: Must be a PPOL major and receive departmental permission.

**PPOL 3990 Thesis (4 Credits)**

The Departmental Distinction Program in Public Policy is geared towards advanced students who wish to pursue their study in public policy in a more intensive manner. The thesis provides an opportunity for students to do in-depth research on a topic of their choice, focusing on providing evidence-based solutions to a real-life policy issue.

**PPOL 3991 Independent Study (1-10 Credits)****PPOL 3995 Independent Research (1-5 Credits)**

## Public Policy and Social Service (PPSS)

**PPSS 2050 Ethical Decision Making (4 Credits)**

Ethical decision making is essential for values-based leadership. Most decisions have ethical implications, but discerning the ethical dimension requires skill and an understanding of how ethical issues are shaped and informed by ethical theory. In this class students encounter theories from the field of ethics such as utilitarian, deontological, social contract, communitarian, and natural law. Students also interact with major philosophical concepts such as principles of non-maleficence; beneficence; justice and respect for persons; and virtues of care, compassion, integrity and courage. Through the use of case studies, students cultivate their capacity for ethical perception, learn to distinguish tough choices from genuine ethical dilemmas, and gain practice deliberating effectively about a variety of ethical issues drawn from both social and professional contexts.

**PPSS 2100 Concepts of the Public Good (4 Credits)**

All societies have to deal with natural and social inequalities, tension between individuality and community, and competing concepts of what constitutes the good society. What are the forces that create differing concepts of the public good and how are conflicts between competing visions settled? Case studies from cross-cultural research as well as historical and current examples from United States culture are used to explore the role of power, class, and group identification in shaping ideas of the public good. An important focus of this course is on understanding how concepts of the public good translate into structures that provide or limit the provision of social services.

## Real Estate (REAL)

**REAL 1700 Fundamentals of Real Estate and the Built Environment (4 Credits)**

An exploration of the importance of real estate and the built environment through triple bottom line analysis of its social, environmental, and economic impacts. The course considers a "cradle to cradle" sustainability model that links the various phases, functions, and professions of real estate, project delivery, and asset/facility management to create holistic, value-generating solutions for society. Professional practices/skill sets associated with the many career options that engage the built environment are demonstrated. Also covered are the principles of real estate, real estate industry and its markets; legal aspects of home ownership from consumer's point of view, including property rights, title concepts, deeds, purchase contracts, listing contracts, law of agency, environmental issues and disclosures, types of mortgages, basics of home loan finance, appraisal investment and tax benefits. Partially satisfies Colorado real estate broker licensing requirements.

**REAL 3007 Real Estate Financial Analysis (4 Credits)**

Alternative analysis formats that can be applied to a wide array of real estate analysis issues; simulates working/decision-making environment; structured overview of analysis tools focused on specific facets of multidimensional real estate decision-making environment; applications in investment analysis, feasibility analysis, valuation, market analysis, and report writing and presentation. Prerequisites: REAL 3307.

**REAL 3010 Real Estate Capital Markets (4 Credits)**

This course will expose students to the commercial real estate capital markets that have evolved from exclusively private in the 1980's to a mix of private and public including commercial mortgage backed securities (CMBS) and real estate investment trusts (REITs) in the 1990's. Any person involved in real estate today must understand all the alternative capital sources available and their requirements. Students will be exposed to the positives and pitfalls of all the capital market products. Prerequisite: REAL 3007.

**REAL 3140 International Immersion in the Built Environment (4 Credits)**

Inbound U.S. and outbound U.S. real estate issues, with a mix of cultural issues that impact real estate transactions. Application of sustainability concepts is important in this course dealing with international real estate issues. This course will require on campus preparation for projects followed by 1-2 weeks of travel which will include working with host universities, students and industry partners. Prerequisites: REAL 1700 or REAL 3438, Junior Standing or higher.

**REAL 3210 Planning, Entitlements, and Public Finance (4 Credits)**

Real estate development, place making and community building require the combined efforts of the public, for-profit, and non-profit sectors. Participants in the real estate development process need to understand and appreciate the sometimes competing, and sometimes collaborative interests of governments, agencies, and the private developer. This course is designed to familiarize students with the overall context of urban planning and land use. Students discover the variety of participants in the development process and become familiar with the project entitlement process, zoning and land use regulation. Students also examine public/private financing structures such as public-private-partnerships (P3s) and become familiar with detailed calculations relating to Tax Incremental Financing (TIF) and Metropolitan Districts. Prerequisite: REAL 1700 or REAL 3438.

**REAL 3307 Real Estate Finance (4 Credits)**

Sources of financing including institutions and individuals, primary and secondary mortgage markets, mortgage banking, impact of monetary and fiscal policies on financing, underwriting analysis, traditional and alternative or creative financing techniques. Prereq. MATH 1200 or MATH 1951.

**REAL 3317 Real Estate Valuation and Appraisal (4 Credits)**

Appraisal principles, including market, cost and income approaches to value, highest and best use, neighborhood and site analysis; valuation of income properties applying market, cost and income approaches to value; capitalization theory and techniques, mortgage-equity analysis, and investment value concepts. Prerequisites: REAL 3307.

**REAL 3337 Real Estate Securities and Syndications (4 Credits)**

Introduction to real estate securities; emphasis on private offerings; determining whether a contemplated transaction involves a security, and what happens if it does; exemptions from registration (Reg D); registration requirements; investor suitability, how to syndicate, acquisition of property, marketing of the property, tax structure and formation of syndication, compensation to syndicators, real estate tax considerations. Application of sustainability concepts is important in this class dealing with real estate securities issues. Prerequisite: Junior or Senior Standing.

**REAL 3357 Corporate Real Estate and Management (4 Credits)**

This course provides a snapshot view of the corporate real estate life cycle and how to strategically plan and manage it. Over the ten week period we will address the diverse but critical components that together account for Facility Management. These shall include: Building Life Cycles and sustainability, facility management as part of the enterprise model within a corporate structure, regulatory agencies, professional relationships and the impact of the build environment on the bottom line, contracting and budget management, move-add-change (MAC) / operations, and general administrative services. Prereq. REAL 1700 or REAL 3438.

**REAL 3367 Development and Feasibility (4 Credits)**

This course is designed to give students a hands on approach of the steps necessary in performing market feasibility analysis to emphasize market research in the development process and understand site selection factors for commercial (office, industrial, retail, apartment, hotel) real estate. The physical and financial development process is covered in a real world project chosen by the student. Prerequisite: REAL 3307.

**REAL 3369 Real Estate Taxation (4 Credits)**

Tax factors affecting real estate investments; legal forms of ownership, capital gain and loss; deductions, credits, depreciation, tax basis, tax impacts on exchanges, syndications, real estate securities, and other federal tax laws affecting real estate. Application of sustainability concepts are important in this course dealing with real estate tax issues. Prerequisite: Junior or Senior Standing.

**REAL 3377 Real Estate Investment Seminar (4 Credits)**

Case method applied to real property development and real estate investment analysis for decision making; computer software for discounted cash flow, risk and simulation analysis; growth, sustainability and environmental issues, portfolio strategy and analysis. Prerequisite: REAL 3007.

**REAL 3438 Legal Aspects of Real Estate and the Built Environment (4 Credits)**

General contract and real estate law, tax law, landlord-tenant law, and various areas of liability for real estate practitioners. Construction contract preparation, bonding and insurance requirements, indemnity agreements, rights and remedies of property owners, contractors and subcontractors, emphasis on administration of a complete contract package for procurement and construction.

**REAL 3701 Topics in Real Estate (1-4 Credits)**

**REAL 3980 Real Estate Internship (0-4 Credits)**

Practical Work experience - Written report required. Prerequisite: Junior standing or above and Director approval.

**REAL 3991 Independent Study (0-4 Credits)**

Independent study/research; requires written report. Prerequisite: Approval of School Director.



# Religious Studies (RLGS)

## **RLGS 2002 Comparative Religion and Interreligious/Interfaith Dialogue (4 Credits)**

This course is an introduction to the comparative study of religion, a venerable sub-discipline in the field of religious studies. It is also an introduction to a new, emerging sub-discipline: interfaith or interreligious dialogue. It seeks to equip students with the knowledge base and skill set needed to engage religious diversity in ways that promote, admittedly, idealistic, 21st-century goals: cooperation, stability, and peace. The course seeks to increase religious literacy by introducing students to a variety of religious traditions by means of site visits to several religious communities and interaction with religious leaders and practitioners. Through this course, students will gain experience-based knowledge of religious traditions other than their own.

## **RLGS 2004 Anthropology of Jews & Judaism (4 Credits)**

This course is cross-listed with ANTH 2004 and JUST 2004. This course pairs anthropological texts about American Jews and Judaism with related film, television, and literary representations. The objective of this course is to teach course participants to use anthropology as an interpretive lens through which to consider American Jewish life and culture. Through the study of texts on Jewish nostalgia and memory, class, race, gender, and heritage tours, course participants will learn the history of Jews within anthropology and the place of Jews in the history of disciplinary anthropology. The ultimate objective of this course is to introduce anthropological theory and method in a way that provides students with a powerful analytical tool for thinking about contemporary Jewish life.

## **RLGS 2005 Philosophy of Religion (4 Credits)**

What is God? Can God be known or is faith precisely a relationship to something that cannot be known in the ordinary sense? What is the relationship between God and morality? Between God and science? Is it more reasonable to believe that your religion is the only path to God or more reasonable to believe that God is manifest in many ways across different cultures? Is it reasonable to believe in God at all? If it is reasonable to believe in God, what are the reasons? And if believing in God is not based on reasons in the ordinary sense, are there philosophical grounds for believing in God anyway? This course takes a "God friendly" approach to philosophical questions about religion, setting out to investigate ontological and epistemological questions about belief-in-God toward the goal of understanding different ways that philosophers over the years have philosophically gone about developing, upholding, and talking about relationship with God. The course includes consideration of philosophers from analytic and continental traditions, from American and European schools of thought, from ancient, medieval, modern and post-modern traditions, and from Greek, Islamic, Jewish, and Christian traditions. Thinkers to be addressed include Pascal, Anselm, Plantinga, Van Inwagen, Hick, Hume, Descartes, Spinoza, Plato, Aristotle, Ibn Tufayl, Averroes, Maimonides, James, Levinas, Marion, Badiou, Rosenzweig, Aquinas, Buber, Cohen, Mill, Lycan, Kant, Wittgenstein, Kierkegaard, and Kafka. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with PHIL 2005.

## **RLGS 2008 Stereotyping and Violence in America Today (4 Credits)**

This course is cross-listed with PHIL 2008, COMN 2008, JUST 2008. This course offers students the opportunity to explore key issues relating to diversity and inclusion in the contemporary United States, focusing on the themes of stereotyping and violence, from multiple disciplinary perspectives. Students will engage with scholarly and popular culture artifacts to examine the kinds of stereotyping and types of violence, visible and invisible, that characterize and challenge political, social, cultural, economic, religious, and educational life in today's United States, and will do so by working with the course instructor as well as faculty members from across the arts, humanities, and social sciences. Students will work together to connect the given week's speaker's assigned readings and insights to readings and insights from previous weeks' speakers; assignments and classroom discussion will in this way be very interdisciplinary and will compare and contrast multiple diverse points of view and disciplinary lenses on the question of stereotyping and violence. This course counts toward the Analytical Inquiry: Society and Culture requirement.

## **RLGS 2011 Religion, Environmentalism, and Politics (4 Credits)**

How does religion mediate the relationship between people and the natural world? How do different religious traditions understand and interpret the natural world and humans' responsibility to and for it? Is it possible to reconcile an understanding of the world as divinely created with human destruction of the environment—and, if not, then what are the political consequences? In this course, we will consider a variety of disciplinary approaches to topics related to religion, environmentalism, and politics, taking Abrahamic and indigenous religions as our key examples. From urban gardening to green Islam to Standing Rock to eco-feminism, we'll use theories about religion and culture to understand the complex intersections of faith, policy, and planetary crisis. The course includes a community engagement component that will bring us to a local faith-based urban farm where we will discuss course texts as we help prepare for the 2020 growing season. Cross-listed with ANTH 2011 and JUST 2011.

## **RLGS 2012 Jewish Politics and Political Jews in the United States (4 Credits)**

Milton Himmelfarb famously quipped that "Jews earn like Episcopalians, and vote like Puerto Ricans." This statement captures the surprising loyalty of American Jews to liberalism and the Democratic party despite the group's significant socioeconomic achievement in the post-World War II era. This course considers Jewish political behavior in the United States through a variety of disciplinary lenses. Our study will be enriched through archival research in the Beck archives (held at DU) and through conversations with local political figures. The course will also track and analyze relevant developments for Jews and politics related to the 2020 Presidential election. This course counts toward the Analytical Inquiry: Society requirement for the Undergraduate Core Curriculum. Cross-listed with JUST 2012.



**RLGS 2014 Religious Existentialism: Christian and Jewish (4 Credits)**

Existentialism focuses on the human experience of living, often with a focus on the sheer freedom of the human condition. Religious existentialism subtly modifies this picture through its own vision of human freedom as the ultimate encounter between the human subject and God (with 'God' understood in various ways). The religious existentialist in this sense philosophically explores that which is most-fully-human as a moment of relation and encounter between self and that which is beyond self. Starting with Sartre's non-religious statement of existentialism in *Existentialism is a Humanism* (1946), we go on to examine the Christian and Jewish existentialisms of Kierkegaard (1813-1855), Tillich (1886-1965), Buber (1878-1965), and Heschel (1907-1972). In the course of our reflections, we compare non-religious with religious approaches to basic questions about self, God and world, and we consider the relationship between Christian and Jewish existentialist approaches to these questions. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with PHIL 2014 and JUST 2014.

**RLGS 2022 Religion and Empire (4 Credits)**

The course will explore in both a past and present context how religious forms, traditions, and practices are integrally bound up with the rise and fall of empires. It will also explore from a theoretical standpoint certain social, political, and economic factors that explain the development and historical persistence of imperial governance as well as the role of religion in both preserving and undermining empire. It will also touch on the phenomenon of "religious nationalism" in these processes. Specific empires to be studied include the Roman empire, the "Holy Roman empire", Islamic empires, the British and American empires (including what has come to be known as "neoliberalism"). This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2025 Race, Social Justice, and Religion in the US Public Square (4 Credits)**

The US public square is a fundamental aspect of civic engagement and identity construction. This course uses the lenses of race and social justice to explore how religious expression impacts the cultural, social, political, and personal narratives/discourses that comprise the modern public square. We will consider public spaces in the context of anti-Asian and anti-Black racism as well as Islamophobia and the intersectional privileges and prejudices these communities negotiate. Issues such as immigration, borders, racialization, entrenched beliefs and traditions dovetailing with structural racism in the American context will be discussed each through video modules from the Interfaith Youth Core along with supplemental readings. By centering the lived practices and discourses through which access and agency is forged within public spaces (material and virtual), I want students to learn how they are both participants in and makers of these spaces. This course asks students to interrogate the ways in which their personal identities intersectionally determine how public spaces are constructed, which public spaces we enter, and how we participate in those spaces. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2026 Race: Black, Jew, Other (4 Credits)**

In its investigation of philosophical writings on race and racism, this course explores a range of existential and phenomenological lenses for interrogating race and racism, with a focus on the shared theoretical and practical intersections of anti-Black and anti-Jew discourse. The course aims to help participants read and understand difficult primary philosophical (and some theological) texts—many of which are cited and engaged by contemporary writings across a number of disciplines. In this respect, we work through philosophical writings related to race, exile, "negritude," "the wandering Jew," and "otherness" by engaging such authors as: Sartre, Wright, De Bois, Levinas, Senghor, Fanon, Freud, Appiah, Jankelevitch, and Cone, alongside Gilman's work on the "Jew's Body" and "Jewish Self-Hatred," Bernasconi's work on the phenomenology of race, and discourses of "Other-as-disease" in American and Nazi eugenics. In all of its content, the course aims to engage participants with key issues and questions around race and racism, including extending the implications of anti-Black and anti-Jew discourses / practices to a range of other anti-Other discourses / practices at play in the world around us. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with JUST-2026 and PHIL-2026.

**RLGS 2070 American Jewish Experience (4 Credits)**

In the aftermath of World War II, the United States emerged as the largest, wealthiest, and most organized Jewish community in the world. Taking the premise that America is a Jewish center as its key organizing principle, this course introduces and challenges theories of diaspora and looks at American Jewry's religious and institutional innovations. The course will proceed inductively, taking Denver-based resources and experiences as starting points for an expansive exploration of American Jewish life, culture, and religion. We will focus on mainstream narratives alongside religious and cultural expressions at the margins of American Jewish life. Cross-listed with ANTH 2070 and JUST 2070.

**RLGS 2102 Judaism, Christianity & Islam (4 Credits)**

This course introduces students to the three major monotheistic religious traditions: Judaism, Christianity, and Islam. In the process of tracing the long and rich histories of Judaism, Christianity, and Islam, we examine the beliefs and practices that became central and definitive for Jews, Christians, and Muslims. We begin with the ancient heritage of each religion (scriptures, founders, early institutions). Then we explore how these foundational traditions were preserved and re-invigorated in response to centuries of social change and critical moments of political upheaval. Most significant, in this regard, is the Jewish, Christian, and Muslim encounter with their respective holy Scriptures—as generation after generation of adherents have attempted to understand the revealed words of God, to proclaim their continual relevance for all places and all times and to inscribe them upon their bodies and hearts through prayer, worship, and daily life. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2103 Religions of China & Japan (4 Credits)**

This is an introduction of some of the major East Asian religious and ethical traditions, focusing on Buddhism, Confucianism, Daoism, and Shinto. By examining both translations of sacred texts as well as scholarly analyses, we explore the basic ideas, practices, and historical development of these varied and interconnected traditions. Special attention is paid to how people incorporate East Asian religious and ethical ideas and beliefs into contemporary life and how gender shapes the experience of religion. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2104 The Bible as Literature (4 Credits)**

The Bible has been one of the most important works in all of Western society. In this course we read the Bible as a masterpiece of literature. Rather than focusing on theological questions about this work as inspired scripture, we instead focus on its rich literary qualities and explore some ways in which these stories have influenced modern society. Reading select passages, we discuss its literary genres, forms, symbols and motifs, many of which are important in literature today. Of the latter, we encounter stories of creation and hero tales, parables, apocalyptic literature, and themes of paradise and the loss of Eden, wilderness, covenant, and the promised land. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with ENGL 2104 and JUST 2104.

**RLGS 2106 Religious and Social Justice in Vienna (4 Credits)**

This special travel course provides an opportunity for students to learn how certain major religions are globally engaged in the promotion of social justice through humanitarian relief work and cultural exchanges. In addition to a brief survey of the historical relationship between the beliefs, teachings, and social practices of the major Western traditions, the course offers hands-on experience and interaction with Jewish, Catholic, and Protestant relief agencies as well as other non-governmental organizations in Vienna, Austria, which has become the international center for UN-directed human services and humanitarian relief efforts as well as global headquarters for leading NGOs. Students discover how the culture, history, and geography of Vienna have nurtured the vast global human services "economy" to which these religious organizations contribute and which are built around the work of the United Nations. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2108 Islam in the United States (4 Credits)**

A historical introduction to the presence of Islam and Muslims in the United States, from an examination of the first Muslims in North America, to the substantive influence of the minority Indian evangelical Ahmadiyya movement, to Islam in African American communities. Also examines contemporary Muslim communities in the U.S. and the ways in which ritual and faith are today developing with "American" accents. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2109 Religions of Tibet (4 Credits)**

This course explores the religious terrain of Tibet by looking at the historical and cultural development of the four main Tibetan Buddhist traditions: Nyingma, Sakya, Kagyu and Geluk, as well as the indigenous religion called Bon. Topics include the sacred landscape of Tibet; key doctrinal features; cultural artifacts like sacred biographies, art, and poetry; the 20th-century spread of Tibetan Buddhism from the Himalayas to North American communities; the future of Tibetan Buddhism in exile; and China and the West. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2110 Buddhism in the U.S.A. (4 Credits)**

Exploration of different viewpoints on complex issues related to the assimilation, acculturation and reinvention of Asian Buddhist traditions both locally and globally in the past 150 years. Students consider the "two-way traffic" between recent developments in various traditions of newly Americanized Buddhism and their respective cultures of origin through the processes of globalization and transnationalism. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2111 Islam and United States Politics (4 Credits)**

This course offers students a historically grounded introduction to the relationship(s) between Islam and United States politics. Students consider the role played by Islam and Muslims in early American political thought, Americans' relationships with Muslims abroad and at home, as well as evangelization efforts. It examines the impacts of the Nation of Islam, the Cold War, Iranian Revolution and Gulf War I, as well as of the September 11 terror attacks, the Iraq and Afghanistan wars, the 2006 and 2008 elections, and concludes by reflecting on the 2012 election and suggesting how Islam might impact U.S. politics over the next decade. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2112 Major Islamic Thinkers 1900s-2000s (4 Credits)**

This course offers students a substantive introduction to major Islamic thinkers of the 20th and 21st centuries. Starting with Abu `Ala Maududi, whose work on Qur'anic interpretation and the meaning of jihad laid the groundwork for new waves of radical activism in the modern Muslim world, this course exposes students to the works of "movers and shakers" like Sayyid Qutb and Ayatollah Ruhollah Khomeini. Students engage these thinkers through a mix of primary and secondary sources, developing a sense of context as they work through their arguments. The course continues with some of the major later 20th-century Islamic thinkers active in Muslim-minority spaces, focusing on Bosnian Grand Mufti Mustafa Ceric and the Moroccan-French scholar Mohammed Arkoun. It concludes by looking at two major figures of the early 21st century, noting how they blend intellectual and political activism: Iranian cleric Mohsen Kadivar and American scholar Amina Wadud. Throughout the course, student groups present on various contemporary issues, helping them develop presentation and writing skills while allowing them to apply course knowledge to real-world issues. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2114 Roots of Yoga and Tantra: Methodologies and Modern Practice (4 Credits)**

This class will explore the pluralistic origins of yoga and tantra both within South Asia and a global context, the relationship between yoga (union, control) and tantra (ritual/material technologies), how they function as a ritual/spiritual practices, and conclude by examining how yoga and tantra have become popular, transnational phenomena. The first half of the class focuses on the history of yogic/tantric traditions, texts, and communities while the second is devoted to study of the the guru/śiṣya (teacher/student) relationship as the foundation of modern yoga. Some of the issues we will engage include different conceptions of the human self, how and why particular cultural and religious practices cross geographical and cultural boundaries, the role of the guru, and secularization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2115 Common Figures in the Bible and Qur'an (4 Credits)**

This course offers students a thematic introduction to the key common figures in the Bible and Qur'an, focusing on the major prophets, from Adam to Jesus, as well as Eve and Mary. Grounded in the primary source texts while exposing students to classic and contemporary scholarly work on these figures, it concludes with a look at the figure of God in the two scriptures. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2116 American Mythology (4 Credits)**

Myths convey social and moral values. Myths, moreover, serve as conceptual models for society and furnish "symbolic articulation of the social patterns" of a given society. In this class, students will establish clear connections between social order and the myths that sustain it, against the view that myths are merely imaginary, misguided perceptions of reality with little social value. In this course, you will need to ask yourself, "How do each of these myths translate into social behavior? In other words, how have these myths been acted out historically and how are they "performed" today? The United States of America has always had a strong, mythic sense of identity, mission, and destiny. It is worthwhile to reflect for a semester on how the "idea of America" has taken shape and is continuing to evolve and diversify. Robert Bellah introduced the influential concept of an American "civil religion"—a secular myth of America. In addition, we must understand that America is the result of contact between at least three different groups of people: Native Americans, Europeans, and Africans. The functional equivalents of creed, scripture, prophets and religious mission are seen in the Declaration of Independence, the Founding Fathers and Manifest Destiny. Concepts of freedom, the pursuit of life, liberty, and happiness, democracy, and the right to bear arms flow from these myths. Beyond the notion of a master myth of America, we will discover that there are other myths of America that are themselves proper objects of study. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2117 Religions of India (4 Credits)**

This course introduces students to the religions of India, which include Jainism, Buddhism, Islam, Sikhism, Christianity, Judaism, and Hinduism. These religious traditions are distinct but always in dialogue and often in competition with one another. Students will explore how different religious communities intersect and overlap in different contexts and historical periods, including in religious spaces: temples, monasteries, pilgrimages sites, and sacred spaces. Students will learn about histories, rituals, and literature, with a focus on lived religions, past and present. This course counts toward the Analytic Inquiry: Society and Culture requirement.

**RLGS 2118 "Women as the Gateway to Hell": Gender and Identity in South Asia (4 Credits)**

This course explores the role of women in public and private spaces in South Asia through the lens of religious praxis and belief. We will explore the ways in which Hindu, Jain, Buddhist, Sikh, Muslim, Christian, and Adivasi (indigenous) traditions have portrayed the role of women in scripture and consider these textual proscriptions and descriptions in the context of the lived experience of these belief systems. The primary aim of the course is to expose students to the complex relationship between the deified "feminine" and the construction of gender within modern South Asia. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2119 Caste, Race and Colonialism (4 Credits)**

This course explores intersections of social, political, and personal structures that shape the various identities we hold. We have chosen three categories: caste, race, and colonialism, to showcase how identities emerge as unique intersectional sites of contestation and negotiation between individual difference, historical context for how to understand that difference, and the ways social/political structures valorize difference. To foreground lived experience in the construction of identity, our course will draw on a number of resources including: blogs, opinion pieces, podcasts, peer-reviewed articles, selections from books, documentaries and film, and social media both within and outside the US. The goal of this course is to encourage students to consider how "identity" and "privilege" are contingent terms that operate on multiple levels (e.g. personal, social, and political) and help uncover the networks of vulnerability, power, and access/accessibility that inform identity. Furthermore, we invite students to engage with these terms through practical assessments (e.g. producing a podcast) in order for them to "see" how they both produce and are "produced" by the various public squares in which they participate. Students will deconstruct the categories of caste, race, and colonialism in the context of socio-political and cultural structures (e.g. religion, gender identity, ability, political beliefs, etc.) We ask students to consider the following questions: In what ways, do these categories shape our personal and public identities? How do these categories work within contemporary public and private spaces? This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2202 New Testament (4 Credits)**

This course takes a multifaceted approach (historical, literary, and critical) to the writings that comprise the Christian New Testament. The New Testament are read as a collection of primary documents that chronicle the primitive Church's slow and often painful process of self-definition. In these writings it is possible to discern the tension that arose because of the strong religious and cultural ties early Christianity maintained with Palestinian Judaism, from which it emerged as a sectarian or reform movement. The careful reader also finds evidence of the new religion's encounter with the Greco-Roman world from whose variegated ethos and culture it borrowed considerably on the way to becoming an important religious force in the first century. In exploring the New Testament, then, we attempt to recover something of the sense of what it meant to be a Christian in New Testament times. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross listed with JUST 2202.

**RLGS 2205 Women, Gender, and the Bible (4 Credits)**

From Eve to Mary Magdalene, women play essential roles in biblical texts. While many courses, books, and Bible studies focus primarily on men, this course will focus women included in biblical and apocryphal texts as well as the way the Bible has been used to regulate gender in society, leadership, churches, and homes. Feminist and womanist biblical criticism will be used throughout this course, as will a focus on gender critical readings. Through critical reading and reflection on both primary texts and secondary texts, students will form their own views of the representations of female characters, named and unnamed, in the Bible. Additionally, students will ponder the ways that these texts still affect women today. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2250 Introduction to African American Religions (4 Credits)**

This course will explore the nature and the meaning of black religion. We will examine the historical development of African American religion in the United States and explore diverse African American religious groups, such as the Nation of Islam, the Moorish Science Temple of America, Black Jews of Harlem, and others. Specific attention is given to the ways in which African American religious groups have developed in North America, especially the United States and the Caribbean, during slavery and beyond. The course will have three sections. First, we will attempt to define religion in the larger context of religious studies. Second, we will investigate how black religions and black religious scholars deploy Africa as a deep symbol. Finally, we will survey the historical and theological development of a variety of black religions that have been influential in North America. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2251 Contemporary Gospel Music: Religion, Culture, and the Black Church (4 Credits)**

This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings, and class discussion, we will discover how gospel music has influenced black church culture and popular culture. This course counts toward the Analytical Inquiry: Society and Culture requirement. Cross-listed with MUAC 2251.

**RLGS 2301 American Indian Religion (4 Credits)**

This course will provide an overview of the religious beliefs and practices, histories, cultures, and contemporary lives of the Native American communities in the Rocky Mountains (Ute) as well as those commonly referred to as the "Great Plains Indians" (primarily the Blackfoot, Cheyenne, Sioux, and Crow). Made up of thirty different tribes with seven different language groups, Plains Indians constitute a diverse range of languages, customs, social structures, and religious beliefs. As we learn about the various worldviews and lifeways of Rocky Mountain and Plains Indians peoples, we will also explore the relationships between religion and culture, religion and society, religion and land, and religion and conflict. We will watch several films covering a variety of Native American issues. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2303 Lived Religions (4 Credits)**

The concept of "lived religions" has become prominent in religious studies since the 2000's. While people may think of religions as sets of sacred writings, rules, and rituals, the "lived religions" approach focuses on the ways that people incorporate religion into their activities. The approach is new enough that scholars have not yet come to full agreement on what the term "lived religions" should include and what it implies about religions and how to study them. The course will make room, therefore, to debate the advantages and drawbacks of studying religions through the ways people use religion to shape their life. Students will examine examples of how people live their religion and trace the relationships of these practices to religious teachings and ideas. This effort will involve asking a variety of questions. How closely are religious practices related to teachings and ideas? Does a specific religion put greater emphasis on engaging in specific activities or on agreeing with particular teachings? If people's behavior does not fit with a religion's teachings but the people still consider it to be related to key aspects of religion, does it count as religious? Or have these people moved away from religion into a practice that is spiritually meaningful but not religious? Or is spirituality something even more sharply different from religion? Or is spirituality also part of religion? If we look closely at how people in a religious tradition live, what do we see that we would not notice if we were looking at the religion as only a system of beliefs? For instance, does the sense of time of people who adhere to the religion's calendar of remembrances differ from the sense of time of people who do not? And what specifically would we do to learn about religion, if we concentrate on people's actions? In opening up such inquiries students will learn both about studying religions and about major facets of religious traditions. The course will require reading and successful completion of tests. Visits to off-campus sites and completion of reports on site visits will facilitate learning through encounter and participation. Students will also undertake a project using concepts from the course to imagine and interpret lived religion in behaviors or in aspects of the physical or social world. The religions, practices, and sites for study, observation, and interpretation—as well as the assignments—may vary each time the course is offered. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2310 World Christianities (4 Credits)**

This class will be an exploration of the variety of Christian expressions that have developed around the globe. As Christianity has spread through conquest, missionary work, immigration, trade, and other means, new converts and their offspring have had to reconcile Christian doctrines, rituals, and ethics with the beliefs and practices of their own cultures. This has led to what some scholars have referred to variously as mixing, syncretism, hybridity, creolization, contextualization and/or enculturation. This class, while considering the value of these terms, will, however, take the following as its foundational perspective: from the early Christian community to contemporary denominational specificity, all forms of Christianity have emerged as a result of cultural contextualization. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2401 Social Justice in a Global Context: Theory and Practice (4 Credits)**

Theories of social justice, beginning with the ancient Hebrews and Greeks and running up through the modern era. The religious sources of these ideas, drawn primarily from the monotheistic faiths of Judaism, Christianity, and Islam, are profiled. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2501 Islam on Film (4 Credits)**

This course uses the medium of film to introduce students to the history, faith, practice, culture(s), and politics of Islam. Focusing on feature films and documentaries, it employs film to open up a broad spectrum of questions relating to personal piety, gender equity, generational conflicts, social class, governmental repression, and ritual practice. Proceeding thematically along a broad historical frame, the course focuses on the late twentieth and early twenty-first centuries, presenting a balanced picture of life in Muslim-majority and Muslim-minority countries and highlighting the complex picture of Muslim life today. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2600 Religion and Popular Culture (4 Credits)**

Although religion and popular culture are often seen as separate conceptual spheres—the former dealing with the “sacred” and the latter with the “profane”—these two spheres are deeply intertwined and shape one another. Religion often expresses itself in popular culture through the arts and various forms of media, while popular religion frequently expresses itself through religious memes and other representations. This course will explore the complex relationship between religion and popular culture. By studying film, comics, music, tattooing, and other cultural products, we will discover how beliefs, ideals, practices, institutions from various religious traditions shape popular culture and how symbols that are embedded in popular culture shape religious traditions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RLGS 2980 Internship (1-4 Credits)**

Designed to provide undergraduate majors and minors with valuable experience in non-profit, educational, faith-based, governmental, and related organizations. It helps students translate the knowledge and analytical skills learned in Religious Studies courses into a professional context, while exploring potential career paths and professional opportunities. Students interested in pursuing an internship must meet with the Undergraduate Advisor at the start of the previous quarter to discuss internship goals and identify potential placements. Students meet weekly with a faculty supervisor to monitor their internship experience, and complete the internship by writing a reflective essay. Restrictions: junior or senior standing; at least 20 credits of RLGS courses for majors or at least 12 credits for minors.

**RLGS 3001 Judaism (4 Credits)**

A literary and historical journey through Judaism. This course examines the “Jewish story” from its roots to its modern-day manifestations, focusing on select, classic Jewish texts in their historical contexts. From them, students explore Jewish tradition and practice and actively engage with and in the vivid interpretive imagination of the authors of Judaism throughout the ages. Cross listed with JUST 3001.

**RLGS 3002 Creation & Humanity (4 Credits)**

Why am I here and what is my place in the world? In this class, students engage a wide-variety of answers to this timeless question. We focus on primary texts regarding the creation of the world and humanity’s role within the world from multiple religious traditions, from ancient Near Eastern mythologies to modern spiritualities and film. Themes of the course include humanity’s relation to the divine, nature, and one another; we also discuss issues of inequality and sustainability. Students also learn to perform fruitful cross-cultural comparison.

**RLGS 3003 The Moses Traditions: Jewish, Christian, and Muslim Traditions about Moses from Past to Present (4 Credits)**

The “Abrahamic Traditions” (Judaism, Christianity & Islam) are described as such because each tradition situates its origin in the figure of Abraham, yet there is another foundational figure who looms even larger in all three traditions — Moses. The Moses Traditions traces Jewish, Christian, and Islamic traditions about Moses from the Hebrew Bible through modern America, and in so doing brings into the foreground the religious and inter-religious importance of this beloved figure. Drawing from over 2,500 years of texts and traditions, students come away with a deeper understanding of: 1) how the figure of Moses is shaped and reshaped throughout history and across the globe, 2) how religious traditions portray and redescribe foundational figures to suit the ever-changing needs of their communities, and 3) how to engage a multi-faceted, culturally-embedded, and millennia-long collection of traditions in a way that yields fruitful insight into the inner workings of the religious imagination. This course is cross-listed with JUST 3003.

**RLGS 3023 Great Thinkers: Maimonides (4 Credits)**

Using “The Guide for the Perplexed” as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), one of the central figures in medieval philosophy and Jewish thought. Our study includes analyses of his ideas on principles of faith, human perfection, intellectual vs. “imaginational” approaches to truth, pedagogy and politics, reasons for the commandments, the nature of God and divine will, the limits of human knowledge, the mechanics of prophecy, and the parameters and implications of providence. Cross listed with PHIL 3023 and JUST 3023. Prerequisite: junior standing or instructor’s permission.

**RLGS 3024 Maimonides: Greek, Islamic, and Christian Encounters (4 Credits)**

Using the “Guide of the Perplexed” as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), a central figure in the history of philosophy and in the history of Jewish thought. In this course, we examine in depth the relationship between Maimonides’ core ideas and various Greek, Muslim and Christian thinkers, including: Aristotle, Plotinus, al-Farabi, Avicenna (Ibn Sina), al-Ghazali, Averroes (Ibn Rushd), and Aquinas. Topics to be explored include: what is “metaphysics?”; God’s unity and essence as existence itself; the mystery of knowing and not knowing God (including a consideration of God’s ways as well as “negative theology”—viz. the extent to which we do not know God); God as pure intellect; the nature of the cosmos and the “separate intellects”; creation vs. eternity vs. emanation: philosophical and religious perspectives on the origins of the universe and implications for “living in the world with/out God.” In our study, we will also address the methodological implications of cross-religious and cross-language analyses, and how to spot and address (in your own work and in the work of others) tacit cultural biases at play in the interpretive process. Cross listed with JUST 3024 and PHIL 3024. Prerequisite: Junior standing or instructor’s permission.

**RLGS 3086 The Emergence of Monotheism (4 Credits)**

This course is cross-listed with JUST 3086. Monotheism, the belief in a singular deity, did not arise out of nothing. Rather, the emergence of monotheism was a multi-stage process spanning several millennia and involving numerous religious traditions, primarily Judaism, Christianity, and Islam. This process was marked by internal and external conflict, as individuals and communities struggled to distinguish themselves from their non-monotheistic predecessors and neighbors, while often attempting to convince others to do the same. In this class, we begin with the ancient Near Eastern religious environment in which the idea of monotheism first appeared, then turn our attention to how the movement toward monotheism shapes the texts of the Hebrew Bible, New Testament, and Quran. We also look to archaeological sites and case studies in material culture to fill out our understanding of the lived experiences at play in the emergence of monotheism.



**RLGS 3090 God and Giving? Religion and Philanthropy in America (4 Credits)**

This course is cross-listed with JUST 3090 and ANTH 3090. The United States is notable for its high levels of religious participation and for its well-established and rapidly expanding nonprofit sector. In this course, we will explore these phenomena from a variety of disciplinary perspectives including anthropology, history, and religious studies in order to understand the intersections of religion and philanthropy. By looking at religious ideologies, social theory, and legal and economic contexts, we will consider how religion, government, and philanthropy shape and are shaped by one another. We will examine a number of case studies including faith responses to Hurricane Katrina, the history of philanthropy in Denver, and U.S.-based religious global giving. We will explore key questions regarding community and social responsibility and ask which actors get to define key societal problems and who is ultimately responsible for responding to these problems.

**RLGS 3102 Early Judaism (4 Credits)**

This course traces the development of Judaism in history and literature from the Babylonian Exile and the end of the biblical period through the origins of Rabbinic Judaism and the completion of the Babylonian Talmud (c. 650 CE). However, special emphasis is placed on Jewish culture in the late Second Temple period (c. 200 BCE to 100 CE) and its impact on the early Christian movement, including Jewish literature from the time of Jesus, lost texts of the Bible, new evidence from the Dead Sea Scrolls, and the few surviving historical sources of the Second Temple Period. In addition, students analyze how the Bible came to be and understand how sacred texts and their interpretations eventually became the new center of both Judaism and Christianity. Cross listed with JUST 3102.

**RLGS 3150 The Bible & Dead Sea Scrolls (4 Credits)**

This course includes an advanced study of the Dead Sea Scrolls with a particular focus on the Bible as it appears in the Qumran library. We will discuss the variant versions of the Bible, some of which were previously unknown before the discovery of the Scrolls, and how the findings of the Scrolls may question the very idea of "Bible" itself in the context of the late Second Temple Judaism. Further, we will place particular emphasis on studying the way biblical texts were engaged, interpreted and even written by the authors of the Dead Sea Scrolls. In this way, we shall explore the origins of biblical interpretation and how the notion of the Bible came to be. Cross listed with JUST 3150. Prerequisites: None. The Scrolls will be read in English translation, but those with Hebrew reading skills will have an opportunity to read/translate portions of the Scrolls in community.

**RLGS 3151 Dead Sea Scrolls (4 Credits)**

The Dead Sea Scrolls represent one of the greatest manuscript finds of the twentieth century and have been said to be the most important discovery in biblical archaeology. These scrolls offer a rare window into early Judaism and Christianity and offer us the earliest and most important witnesses to the (Hebrew) Bible. This course covers the Dead Sea Scrolls in their historical, literary and religious context in English translation, together with relevant scholarly research. Cross listed with JUST 3151.

**RLGS 3192 Christian Literature (4 Credits)**

Reading and discussion of influential historic books pertaining to Christianity. This course will focus on a selection of primary texts either from a specific period of Christianity (such as early Christianity or medieval Christianity) or on a specific topic within the study of Christianity (such as monasticism or mysticism).

**RLGS 3203 Christianity (4 Credits)**

This is an introductory course about the Christian religion, with a substantial component devoted to experiential learning. The primary goal of the course is to acquaint students with the richness, dynamism and diversity of one of the world's largest and most influential religious traditions. Even those students who have some general knowledge of Christianity benefit from the disciplined approach of the academic study of religion.

**RLGS 3205 Native Americans and Christianity in USA (4 Credits)**

This class will help students explore the forms of Christianity that have emerged among the indigenous peoples of North America. In their struggles against and adaptation to Euro-American cultural forms, indigenous peoples have developed "contextualized" forms of Christian religiosity. Students will develop a careful understanding of the multiplicity and historical contingency of Christianity as it has spread throughout the world.

**RLGS 3300 Psychology of Religion (4 Credits)**

Beliefs, feelings and actions representing human religious response of experience; function of religion in individual life.

**RLGS 3302 Islamic Fundamentalism (4 Credits)**

This writing-intensive course introduces students to the history and scope of fundamentalist movements in the Muslim world, focusing on the Middle East. Beginning with a look at the internal traditions of renewal and reform built around the idea of a return to the fundament or origins of Islam, the course examines the rise of major movements from the 1700s to the present. Students will engage with key questions, including the following: What distinguishes fundamentalism from radicalism? How do Sunni and Shii fundamentalisms differ? What roles have these movements played in politics and society, and how might these evolve in the future? How might policy makers and others best approach fundamentalist groups? A basic knowledge of Islam is assumed; students wishing to enroll without this background knowledge will be provided supplementary readings.

**RLGS 3315 Religion & Moral Psychology (4 Credits)**

Philosophical foundations and research strategies of psychological studies of moral thought; Aristotelian, Kantian and utilitarian thought included, as well as religious dimensions of morality.

**RLGS 3350 Culture, Psyche, and Religion (4 Credits)****RLGS 3370 Freud, Psychology, & Religion (4 Credits)**

Readings, discussion, and papers help students learn about the life, intellectual and social environment, and clinical and theoretical work of Sigmund Freud. Attention is given to the influence of Freud's work on the understanding of religion at the beginning of the 21st century.



**RLGS 3448 Theory of the Subject: From Hegel to Žižek (4 Credits)**

The great French philosopher Michel Foucault in his Collège de France lectures in the early 1980s characterized the theory of the subject as the very key to the development both of Western philosophy and Western thinking in general. This course will explore Foucault's thesis with reference to different theoretical models of subjectivity and "subjectification" (as Jacques Lacan calls it). It will do so through close readings of selections from the works of G.W.F. Hegel, Søren Kierkegaard, Lacan, Alain Badiou, and Slavoj Žižek as well as select portions of Foucault's 1981-82 lectures entitled *The Hermeneutics of the Subject*. This course is cross-listed with PHIL 3448.

**RLGS 3452 Political Theology (4 Credits)**

A general inquiry, focusing on the modern and postmodern eras, into various forms of philosophical reflection on the relationship between religion and political theory. Survey of the seminal ideas of such major thinkers as Kant, Hegel, Schmidt, Strauss, Derrida, Agamben, Asad, and Žižek.

**RLGS 3453 Is God a Racist Sexist?: Black Liberation and Womanist Theology (4 Credits)**

What is God's race? Does God have a gender? Is God on the side of the oppressed? Black liberation and Womanist theologies have asked these questions based on experience of black oppression in the context of the United States. African Americans have compelled to make sense of God in light of chattel slavery, Jim Crow laws, the Civil Rights Movement, and the Black Power Movement. This questioning continues in light of today's social environment. This seminar course will discuss the many strands of liberation theology in the United States, including Womanist theology. In addition to black liberation theology's methodologies and its challenges to the theological discipline, we will explore the origins and development of theological discourse in the late 1960s during the later part of the Civil Rights Movement and the emergence of the Black Power Movement. Black Theology is a theological perspective which draws on the diverse sources, including religious experience, art, literature, music, and lived narratives. These sources will inform our study. Students will engage critical voices that have shaped the movement such as James Cone, but also engage critiques of Cone and Black Theology. The course will also explore how liberation theologies attempt to deal with the problems of race, class, and gender. Student will be introduced to theological construction in African American communities and analyze the similarities and differences between these theological constructions.

**RLGS 3454 Capitalism, Religion, Democracy (4 Credits)**

The course explores the historical and contemporary relationship between capitalism, religion, and democracy at a theoretical level. Focus will be on the question of what exactly is capitalism as understood by key political philosophers and social theorists in relationship to the religious world views and values that authorize it. At the same time, the course will examine in what measure these world views and values also promote liberal democracy, or work against it, while offering a genealogical account of such phenomena as slavery, colonialism, gender and class domination, along with present day iterations of ethno-nationalism and neoliberal hegemony.

**RLGS 3456 Kant on Religion (4 Credits)**

A study of the philosopher Immanuel Kant's major writings on religion and their subsequent influence on critical theory and the philosophy of religion.

**RLGS 3460 Nietzsche & the Death of God (4 Credits)**

This course will involve an intensive reading and discussion of Friedrich Nietzsche's 'Thus Spake Zarathustra,' together with relevant associated materials, especially 'The Gay Science.' Cross listed with PHIL 3460.

**RLGS 3465 Derrida and Postmodernism (4 Credits)**

Cross listed with PHIL 3465.

**RLGS 3470 Mysticism & Psychedelics (4 Credits)**

The course will examine various texts, traditions, and practice from indigenous to New Age religions that fall under the general category of what has been historically labelled "mysticism." Special emphasis will be placed on chemical or plant-induced forms of altered consciousness, commonly known as "psychedelics" or "entheogens". that both simulate, and are frequently employed by different peoples in different times and places in tandem with, mystical experiences. The course will also examine the transcultural as well as the syncretic nature of mystical practices, spiritual disciplines, and the use of mind-altering substances, in particular with reference to the misuse of these forms by secular enthusiasts who are responsible for what is known as "cultural appropriation" or "neocolonial" misrepresentation.

**RLGS 3475 Deleuze and Semiotics (4 Credits)**

Examines the development of the thought of the famous French postmodern thinker Gilles Deleuze with special attention to his cultural and semiotic theory to the degree that it is relevant to the philosophy of religion. The course also investigates how Deleuze's work has shaped, and is beginning to push in new directions, contemporary postmodern philosophy. Prerequisites: must be at least junior standing and have completed at least two undergraduate courses in philosophy.

**RLGS 3500 Islam (4 Credits)**

Introduction to the history, faith, practice, culture(s), and politics of Islam, starting with the Judeo-Christian Near Eastern context in which it emerged and tracing its theological development and geographic spread around the world. Proceeding thematically along a broad historical frame, the course ends with an examination of the numerous, often competing, trends in contemporary Muslim communities.

**RLGS 3502 Contemporary Islam (4 Credits)**

This course introduces students to contemporary Islam. After a historical overview, the course looks thematically at different spheres of Muslim life. It considers changes that relate to political systems and forms of governance, styles of education, labor and professional work, changes in daily life habits such as timing and organization, changes in gender relations, and changes in religious authority. It also pays attention to the ways in which faith and practice are articulated through cultural practices like pop music and film.

**RLGS 3503 Quran and Hadith (4 Credits)**

This writing-intensive course introduces students to the key texts of Islam—the Qur’an and hadith—including their origins and meaning as well as how they have been interpreted by Muslims over time, and focusing as well on case studies that highlight issues of crucial relevance for today and the future.

**RLGS 3504 Islam and Gender (4 Credits)**

This upper-level course introduces students to key debates, historical developments, and thematic issues in the study of Islam and gender. It grounds this study in theoretical texts but takes a lived religions approach, focusing primarily on the production of "modern" gender norms in the colonial and post-colonial era. It proceeds thematically, with class sessions on sexualities, dress, reproduction, family roles, masculinities, pious self-construction, and the gendering of pilgrimage, and concludes with a look at contemporary and likely future debates.

**RLGS 3505 Gender and Politics in Muslim Pop Cultures (4 Credits)**

This undergraduate/graduate course introduces students to contemporary Muslim popular cultures, in the United States and around the world. It uses gender and politics as thematic lenses, taking a lived religions approach to phenomena that range from pious television programming to online efforts to spread Islamophobia.

**RLGS 3570 Religion and Morality in the American Public Square (4 Credits)**

Close focus on one or two moral issues in which religion is drawn into public debate in the contemporary U.S. Observation of the debate first hand at demonstrations, town meetings, and discussion groups, etc. Analysis of these observations is facilitated by readings on the subject and class discussion.

**RLGS 3642 Martin Luther King, Jr., Malcolm X and Civil Rights (4 Credits)**

In this course, students will explore the lives and religious thought of Martin Luther King, Jr. and Malcolm X, two of the most prominent black religious leaders during the height of the US Civil Rights Movement, often perceived as ideological opposites. Through engaging with their autobiographies, speeches, students will compare and contrast their thoughts on religion, race, and politics in the United States. During the course, students will be able to identify religious and political similarities and differences between the two leaders. We will also explore the development of their religious and ideological shifts in the context of the struggle for civil rights. Ultimately, we explore how their vision for racial justice developed into a call for social and economic equality and human rights.

**RLGS 3645 Religious Nationalisms: A Comparative Approach to White Christian Nationalism and Hindu Nationalism (4 Credits)**

This course examines the religious nationalism in the context of South Asia and the US. We investigate the religion, identity, politics, and power with readings/materials that explore historical memory, religious symbols/rituals/canon, political upheavals, and violent actions in both of these regions. In the context of South Asia, we will examine the British colonial period and post-independence India. In the US, we will focus our attention on post-Civil War politics and the development of the modern US polity. We necessarily interrogate the history and dynamism of important terms such as "religion", "nationalism", and "secular" in the context of Hindu Nationalism and white Christian Nationalism in South Asia and the US respectively. At the core of our inquiry is how specific religious traditions have been invoked in political contexts (and vice-versa), public displays of religiosity, and the complex dynamics of religion and the state.

**RLGS 3693 Religion and the Media (4 Credits)**

Interactions between religion and all forms of communications media in American life.

**RLGS 3694 Religion in the Virtual Space: A Critical Theory Approach (4 Credits)**

This course uses a critical theory lens to consider religious praxis, traditions, beliefs, canons, and rituals within virtual/digital spaces (e.g. websites, apps, social media, digital platforms for gaming, etc.). Students will be introduced to several scholars of virtual religious spaces and practices who use both netnography techniques and critical theory approaches (e.g. Wendy Chun, Lisa Nakamura, Michelle Zappavigna, Oliver Roy, etc.) as well classical scholars of semiotics and language (Judith Butler, Jacques Derrida, Walter Benjamin, Julia Kristeva, and others). Theoretical works are paired with ethnographic, historical and/or public scholarship/experiential to offer students a "lived perspective" critical approach to the topic of digital or virtual religion.

**RLGS 3695 Digital Religion (4 Credits)**

This course introduces students to the study of digital religion from a lived religions perspective. It begins with an examination of the history, concepts and methods of the field, and continues with thematic explorations of digital religion scholarship across varied religious traditions. Students develop an understanding of how scholars study religion and spiritual identities, beliefs, and practices online, and how the religious and digital arenas influence and shape one another.

**RLGS 3701 Topics in Religious Studies (1-4 Credits)**

An exploration of various topics and issues related to the academic study of religion. The subject matter of the course varies and may be taught by the regular faculty of the department or a visiting scholar. Some offerings may include a travel component.

**RLGS 3707 Religion and Film (4 Credits)**

Understanding religion requires us to take culture seriously. In doing so, we must consider products of culture, including popular culture. This course engages both classic and more recent films as "texts" to be analyzed, not as mere entertainments or diversions. We focus not only on those films that identify themselves explicitly as "religious" or reflect a particular religious tradition, but also moved that render the subject more obliquely, which reveal – via image and sound – religion as a complex human activity.

**RLGS 3708 First Americans in Film: Religion, Land, and Identity (4 Credits)**

This course will explore, using a chronological approach, the history of Indigenous portrayal in the US Western Cinematic tradition. Students will be exposed to a variety of interweaving historical processes; including colonial history (with particular interest in Indigenous experience), the history of the film industry, the history of Indigenous representation in film, and the history of the 20 Century United States (with particular interest in Indigenous experience). The first two weeks of the course will be dedicated to the development of a theoretical toolbox. This toolbox – consisting of a series of theoretical concepts and analytical approaches – will function as the bedrock of the class and empower students, supplying the necessary lenses through which to analyze the films that will be screened throughout the quarter.

**RLGS 3732 Feminist and Queer Theory in Religion (4 Credits)**

This course explores the intersection of feminist and queer theories with religious studies. Beginning with feminist theory, we will trace the beginning of the feminist movement and consider the ways in which religion participated in and also resisted feminism. Moving into queer theory, we will critically examine gender and sexuality and center these topics in the field of religious studies. During the course, students will reinterpret religious texts through the use of feminist and queer theory, providing a challenging critique, an imaginative reframing, or even a queering of a sacred text.

**RLGS 3740 Bodies and Souls (4 Credits)**

This course examines the unique place of the body in biblical religion. We ask how the Bible and its interpreters have shaped current views on sex and the gendered body in Western society. How has the Bible been (mis)used in relation to current understandings of the physical body? Is the saying that a "human" does not have a body, but is a body as true for the Hebrew Bible as the Christian New Testament? How have Judaism and Christianity (de)valued sexuality, procreation, and celibacy? How do the biblical traditions shape our modern opinions about the ideal physical body and body modifications? How can we understand "out-of-body" experiences and notions of death and afterlife in Western religion? Students are encouraged to interpret the Bible and their own beliefs from a uniquely embodied perspective. Cross listed with GWST 3740, JUST 3740.

**RLGS 3760 Globalization and Religion: Theory and Methods (4 Credits)**

This course explores how religious movements around the world both affect, and are affected by, the process of globalization. A major segment of the course is devoted to various theories of globalization and how they account for the increasingly important role of religion. Focus is largely on the relationship between Christianity, Judaism, and Islam.

**RLGS 3814 Modern Hinduism (4 Credits)**

Doctrines, practices and history of South Asian Hinduism; conceptions of Gods and gods; image worship and temples; and the influences of caste and gender on the experience of Hinduism.

**RLGS 3820 Buddhism (4 Credits)**

Buddhist life and thought from origins to present in India, Tibet, Japan and China.

**RLGS 3832 Religious Lives: The Dalai Lamas (4 Credits)**

This course explores the many lives of the Dalai Lamas and the transformation of a reincarnated religious teacher into the political leader of Tibet and, eventually, a worldwide religious personality. In order to understand that transformation, the course investigates the institution of the Dalai Lamas from historical, doctrinal, and ritual perspectives. We will look at the role of the Dalai Lama as an embodiment of the bodhisattva of compassion at the center of a tapestry of religious ceremony and ritual performances. The course will also consider the religious, ethical, and political thought of several of the most prominent Dalai Lamas, with significant attention given to the writings and work of the current, fourteenth, Dalai Lama.

**RLGS 3885 Islamic Mysticism (4 Credits)**

The origins and development of Islamic mysticism, including asceticism and the Sufi orders.

**RLGS 3890 Religion and Diaspora (4 Credits)**

When forced to leave a homeland, displaced communities frequently turn to religion to maintain identity and adapt to—or resist—new surrounding culture(s). This course examines the role of religion and identity in three Jewish and Christian communities living in diaspora and poses questions such as the following: What is the relationship between religion and (home)land? How have the biblical themes of exodus, diaspora, promise and restoration been applied to contemporary experiences? And how have our American stories been interpreted through the lens of the Bible? As part of the service learning component, students have the opportunity to work with religious and immigrant aid organizations in the Denver community. Cross listed with JUST 3890.

**RLGS 3891 Justice: A Biblical Perspective (4 Credits)**

This is a service learning course designed for religious studies undergraduate majors, though non-majors are welcome to enroll. Cross listed with JUST 3891.

**RLGS 3892 Grant Writing for Community Engagement and Research (4 Credits)**

This community engagement course introduces student to non-profit work and to scholarship on non-profit activities. It connects students with community partners, continuing the department's commitment to experiential learning and to engagement with living faith communities. Students spend course time discussing scholarship on grant writing and non-profit grant support and discussing logistical and other issues related to their community engagement partners. This course is intended to help provide advanced undergraduate and graduate students with arenas for future research, including possible thesis topics, while also offering a practical opportunity for professional development. Understanding 501(c)3 corporations and experience in writing grant proposals will be an asset for students planning to work in non-profits as well as for those continuing on to doctoral work.

**RLGS 3893 Buddhism and Social Justice (4 Credits)**

This course examines Buddhist theories and practices of social justice, with a focus on the contemporary global movements known as "Humanistic Buddhism" and "Socially Engaged Buddhism." The course covers topics such as: the roots of engaged Buddhism in social and political movements of 19th and 20-century Asia, the role of meditation and other Buddhist practices as both a support for and a means of social engagement, and Buddhist approaches to contemporary issues of racial justice, equality, economic development, and the environment. In the final analysis, the course asks whether the concept of justice makes sense within a Buddhist worldview, or if Buddhist concerns for social welfare hinge on an entirely different paradigm. This course is a community-engaged service learning course. As part of the course, students work with a local community partner to further their own community engagement work.

**RLGS 3898 Dharamsala: Myth, Land, and Traditions (4 Credits)**

This course explores the myths and stories that root cultural, religious, social and political traditions in the material landscape of India. It will explore the sacred spaces, images, rituals, and belief-traditions of the Himalayan region surrounding Dharamsala, India. As a study-abroad course, the materials, site visits, and community-engaged learning projects interrogate how myths operate as both cultural "glue" and demarcations of difference. Students participate in community-engaged learning placements to learn how myth creates and fosters cultural communities. Through site visits and readings we will learn how the "lived experience" of cultural belief-traditions, social and political practices, and sacred images and spaces are products of a unique marriage of land, story, and community. We will also have lectures and a Canvas site with pre-travel readings that will prepare you for the cultural and social belief-traditions we will encounter within Dharamsala. While in India, we will continue to read about ritual, devotion, stories of the land, social and political identities rooted in the land, and more. This course will be cross-listed with INTS for undergraduate and graduate elective credit.

**RLGS 3988 Study Abroad Resident Credit (0-18 Credits)****RLGS 3991 Independent Study (1-10 Credits)****RLGS 3995 Independent Research (1-10 Credits)**

## Russian (RUSS)

**RUSS 1001 Elementary Russian (4 Credits)**

The elementary Russian sequence provides a comprehensive introduction to Russian language and culture, while ensuring a solid command of fundamental grammatical structures. By the completion of this course, all students are expected to acquire a proficiency level of "Novice High" or better in listening, speaking, reading, and writing. In addition, the course offers students meaningful opportunities to analyze and explore common beliefs, attitudes, and behavioral patterns of Russian-speaking people in a global comparative context. As a result, students will develop the capacity to identify their own cultural patterns, compare and contrast with others, and adapt empathetically to unfamiliar ways of being. Russian 1001 is designed for students with no prior knowledge of Russian. Students who have experience with the Russian language should complete the placement test to determine the appropriate course level for their background.

**RUSS 1002 Elementary Russian (4 Credits)**

The elementary Russian sequence provides a comprehensive introduction to Russian language and culture, while ensuring a solid command of fundamental grammatical structures. By the completion of this course, all students are expected to acquire a proficiency level of "Novice High" or better in listening, speaking, reading, and writing. In addition, the course offers students meaningful opportunities to analyze and explore common beliefs, attitudes, and behavioral patterns of Russian-speaking people in a global comparative context. As a result, students will develop the capacity to identify their own cultural patterns, compare and contrast with others, and adapt empathetically to unfamiliar ways of being. Prerequisite: RUSS 1001 or permission of instructor.

**RUSS 1003 Elementary Russian (4 Credits)**

The elementary Russian sequence provides a comprehensive introduction to Russian language and culture, while ensuring a solid command of fundamental grammatical structures. By the completion of this course, all students are expected to acquire a proficiency level of "Novice High" or better in listening, speaking, reading, and writing. In addition, the course offers students meaningful opportunities to analyze and explore common beliefs, attitudes, and behavioral patterns of Russian-speaking people in a global comparative context. As a result, students will develop the capacity to identify their own cultural patterns, compare and contrast with others, and adapt empathetically to unfamiliar ways of being. Prerequisite: RUSS 1002 or permission of instructor.

**RUSS 1416 Introduction to Russian Culture: The Wondrous and the Supernatural (4 Credits)**

How do we explain the enchanting and mysterious world of Russian Culture? How have Russians imagined their world and themselves? To answer these questions, we will examine the various manifestations of the wondrous and the supernatural in Russian art. We will begin by reading Russian fairy tales to learn about the people's folk beliefs and their Eastern Orthodox faith. We will then trace the Russian fantastic tradition by studying the works of nineteenth- and twentieth-century writers who wrestled to explain the marvelous and the demonic myths at the foundation of Russian culture. We will focus our attention on Russia's cultural capitals St. Petersburg and Moscow and discuss how supernatural themes reflected social and historical realities. Authors may include Pushkin, Gogol, Dostoevsky, Bely, and Bulgakov. No knowledge of Russian is necessary; all class discussions, readings, and writing are in English. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 1613 Introduction to Russian Culture and Civilization (4 Credits)**

This course surveys Russia's cultural past and present—from the beginnings of the Russian state over a thousand years ago through the Soviet Union and, after its disintegration in 1991, to the Russian Federation. The course surveys the various attitudes of Russian thinkers and authors towards the question of national identity and national destiny. Examples of Russian high culture (literature, art, music, ballet, film) and Russian religious faith (Orthodoxy) are discussed alongside daily life and folkloric beliefs. By working across disciplines, students will discover the fascinating cultural interconnectedness of Russian politics, art, faith, and national identity. Knowledge of Russian language and history is not required. The course format consists of lectures, slides, video and audio presentations, as well as whole-class and small-group discussions. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 1860 The Russian Short Story (4 Credits)**

This course will introduce students to Russian literature through some of its shorter “masterpieces” of fiction. Students will explore the lives and ideas of some of Russia's greatest writers, the literary movements of which they were a part, and the broader cultural and historical periods in which they wrote. Students will read and analyze works from the end of the 18th century to the Post-Soviet era, including stories by Pushkin, Gogol, Chekhov, and others. All course materials in English translation. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**RUSS 1922 The Soviet Experiment in Literature and Film (4 Credits)**

Architects of the Soviet experiment claimed to create a radically new type of society and person, superior to all that came before. What were the defining features and founding myths of the Soviet identity, as propagandized by the government? How did this imagined identity clash with realities of life in the USSR? What cultural figures opposed the official discourse, and what artistic modes of resistance did they develop? To explore these questions, we read fiction and poetry by authors central to defining and contesting the Soviet experiment, including Maiakovski, Gladkov, Ginzburg, Pelevin, Dovlatov, and Petrushevskaya, and watch ground-breaking films by Vertov, Tarkovsky, Daneliya and others. All materials are in English. No prior knowledge of Russian literature or culture is required. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 2001 Second Stage Russian (4 Credits)**

Review of grammar, development of all language and cultural skills. Prerequisite: RUSS 1003 or equivalent. First quarter of two quarter sequence.

**RUSS 2002 Second Stage Russian II (4 Credits)**

Review of grammar, development of all language and cultural skills. Prerequisite: RUSS 2001 or equivalent. Second quarter of two quarter sequence.

**RUSS 2003 Second Stage Russian III (4 Credits)**

This course concludes the second-year Russian 2001/2002/2003 sequence designed to develop your proficiency in all language skills. You will continue to acquire conversation, reading, and writing skills at the intermediate level, with an emphasis on everyday situations and communicative contexts. A great deal of attention will be devoted to the learning of grammar in conjunction with the immediate activation of it in conversation. Contemporary texts will acquaint you with Russian culture and life. Literary texts, songs, films, and activities will supplement textbook materials. Prerequisite: RUSS 2002.

**RUSS 2110 Russian in a Cultural Context (4 Credits)**

Continued development of Russian language and cultural skills with focus on all aspects of Russian culture, particularly Russian literature. Prerequisite: RUSS 2002 or equivalent.

**RUSS 2111 Linguistic Politeness and Intercultural Communication (4 Credits)**

In this course, students will explore how American and Russian speakers perceive politeness, and how sociocultural values underlying both cultures affect the speakers' communicative styles, their performance and perception of speech acts, and expression of emotions. Although this course focuses on Russian, other cultures will also be analyzed, such as German and Polish, and those of students' heritage. This course will help students to improve their communicative competence and deepen their understanding of some European cultures. The course will be conducted in English. Highly recommended for students planning on studying in Russia, Germany, or Poland. The course format consists of lectures, presentations, as well as class and group discussions. Students who major in Russian may get credit by providing coursework in Russian. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 2116 Russian 19th-Century Novel: Society, Identity, and the Rise of Prose Fiction (4 Credits)**

This course introduces students to classical Russian novels by world-famous authors, including Pushkin, Lermontov, Turgenev, Dostoevsky, and Tolstoy. Students develop an ability to interpret each work with a dual focus on text and context. Students deepen their appreciation of literary texts as works of art through learning to read closely and focusing on literary devices such as the narrator's voice, plot, structure, and figurative language. Students also learn to relate novels to their historical and cultural context, the better to understand how Russian writers responded to their country's intractable problems that included a crisis of cultural identity, the injustices of serfdom, and debates about women's place in society. All readings in English translation. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**RUSS 2350 Russian Language and Culture through Film (4 Credits)**

Film has played a significant role in the Soviet culture and continues to be an important cultural expression today. Many Soviet comedies also enriched conversational Russian with unforgettable formulaic expressions and sayings. In this course we will work with some of the most famous films produced in the USSR and contemporary Russia. Our goals will be close viewing to understand cultural symbolism of the images, the stylistics of different genres of speech, and the work of the camera and actors. This will allow you to further advance your Russian language skills by expanding your vocabulary and by incorporating more idiomatic expressions and the so-called “precedented” text in your speech. In the area of grammar and syntax, we will continue working on the Russian pronominal case system, verb conjugation, but also develop new skills, such as: composing complex sentences and using correct punctuation. This course is taught in Russian. By the end of quarter, all students are expected to acquire a proficiency level of “Intermediate Mid” or better in listening, speaking, reading, and writing. Prerequisites: RUSS 2110 or instructor permission.



**RUSS 2461 Russian Science Fiction (4 Credits)**

This course studies the fascinating world of Russian science fiction in the twentieth and twenty-first centuries. Throughout the term, students will examine how Russian and Soviet writers and film-makers reimagined society, science, technology, and space. We will discuss Soviet futuristic utopias, interplanetary voyages, and post-apocalyptic visions. Students will further probe the figure of the alien as a dissident or cultural Other, as Soviet authors grappled with questions of cultural and ideological difference. We will examine how sci-fi writers glorify or critique Soviet society in their visions of space flight, technologically advanced societies, alien worlds, or post-nuclear disasters. Ultimately, we will reflect on the philosophical quandaries that Russian science fiction explores. Works include pre-revolutionary sci-fi texts by Bryusov and Kuprin; Soviet dystopias by Zamiatin and Bulgakov; sci-fi classics by the Strugatsky Brothers; Tarkovsky's filmic masterpieces; and post-Soviet science fiction by Viktor Pelevin and Sergei Lukyanenko. All readings are in English translation. No prior knowledge of Russian is required. This course fulfills part of the Common Curriculum's "Ways of Knowing: Analytical Inquiry: Society and Culture" requirement. In this class, students will 1) demonstrate the ability to create or interpret the texts, ideas, or artifacts of human culture; 2) identify and analyze the connections between the texts, ideas or cultural artifacts and the human experience and/or perception of the world.

**RUSS 2917 Russian Revolution in Literature and History (4 Credits)**

The course introduces students to the literature, history, and art of the Russian revolution of 1917. Students examine how Russian literature helped pave the way for the revolution and how literature and film helped Russians make sense of the radical transformation of their society. Students gain insight into the reciprocal relationship of art and politics, learning how literature shaped the revolutionary movement and how the revolution inspired new forms of artistic expression. All readings in English translation. This course counts toward the Analytical Inquiry: Society and Culture requirement. No prerequisites.

**RUSS 3101 Advanced Conversation & Composition (4 Credits)**

Continued improvement of Russian language skills in areas of style and syntax. First quarter of two quarter sequence. Prerequisite: RUSS 2110 or RUSS 2111 or equivalent.

**RUSS 3102 Advanced Conversation & Composition II (4 Credits)**

Advanced Composition and Conversation focuses on the continued improvement of Russian language skills in areas of style and syntax in all four modalities (speaking, writing, listening, and reading). At an advanced level, the class will focus on developing high-level oral and written communication skills that will enable students to study and critically evaluate authentic materials from the target culture. The textual, audio and video materials used in the course will serve to enrich your understanding and knowledge of Russian culture. Prerequisite: RUSS 2110.

**RUSS 3200 Seminar: Russian Short Story (4 Credits)**

Russia through the study of selected short stories. Prerequisite: RUSS 2110 or 2111 or equivalent.

**RUSS 3232 Russian Avant-Garde (4 Credits)**

This interdisciplinary course addresses various manifestations of Russian Modernism and the Russian avant-garde in art, literature, poetry, music, theatre, and film in the late 19th – early 20th century. Its objective is to provide an understanding of the time's rapid, drastic, and often conflicting cultural and artistic transformations by examining in depth major Russian Modernist works. Students will explore such artistic and literary movements as Symbolism, Cubo-Futurism, Neo-Primitivism, Suprematism, Rayonism, and Constructivism in the context of Russian late Imperial, revolutionary, and early Soviet social, political, and philosophical developments. We will pay special attention to the cultural dialogues between Russia and the West and investigate the aesthetic, erotic, and social utopias of Russian Modernism. The course examines philosophical essays, films, plays, poems, short stories, music, and art created during the period, beginning with the first modernist experimentation of the Silver Age (turn of the century) through the imposition of Socialist Realism in the 1930s. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**RUSS 3300 Short Russian Prose (4 Credits)**

An advanced conversation and composition course based on Russian prose. Prerequisite: RUSS 3101 or equivalent, or permission of instructor.

**RUSS 3650 Soviet and Post Soviet Cinema (4 Credits)**

Film course concentrating on the works of Andrei Tarkovskii. Open to non-Russian speaking students. Prerequisite: RUSS 3101 or equivalent, or permission of instructor.

**RUSS 3701 Topics in Russian Literature (4 Credits)**

Selected topics, authors and movements in medieval, Russian, Soviet and post-Soviet literature. May be repeated for credit. Prerequisite: RUSS 3101 or equivalent, or permission of instructor.

**RUSS 3850 Working with Russian Media (4 Credits)**

Multimedia course emphasizing new media in Russian culture and society. Prerequisite: RUSS 3101 or equivalent, or permission of instructor.

**RUSS 3991 Independent Study (1-5 Credits)****RUSS 3995 Independent Research (1-5 Credits)****RUSS 3998 Honors Thesis (1-4 Credits)**



## Science and Technology (ST)

### ST 2050 Scientific & Critical Thinking (4 Credits)

Using scientific topics drawn from the headlines, the following questions will be addressed: What is the scientific method and how is it used appropriately? How are problems formulated, research questions designed, tests, and other measurements constructed, data gathered and analyzed, conclusions drawn, and findings incorporated into theories? In addition, critical thinking processes and models of decision-making and problem-solving will be discussed. The suitability and effectiveness of critical-thinking models in achieving positive organizational outcomes will be emphasized.

### ST 2100 The Digital Age (4 Credits)

Digitalization influences nearly all aspects of life today: how we communicate, conduct business, operate governments, and how we behave as consumers. This course provides opportunities to explore controversies and ethical dilemmas spawned by digital transformation. Students also reflect on how digital technologies are transforming our world and create a plan for the future.

### ST 3050 Quantitative Reasoning (4 Credits)

Numbers provide a language for reasoning. Numbers are used to quantify data, analyze trends and exceptions, and establish the reliability of conclusions. Using practical problems from business, health care, social services, and government operations, this course provides the opportunity to learn how basic concepts from mathematics can be applied in organizational settings.

## Social Justice (SJUS)

### SJUS 2010 Social Justice: Exploring Oppression (1,2 Credit)

This course critically examines ideas, figures, and texts from the social justice tradition, allowing students the opportunity to develop a deeper understanding of the broad philosophical and historical contexts in which their own social justice efforts take shape. Particularly focused on racial justice, this course also lays the foundation for work that Social Justice LLC students will do in their second and third quarters, as well as work they will do in the Denver community. Restricted to Social Justice LLC students.

### SJUS 2020 SJLLC: Inequality in Society (1,2 Credit)

This course focuses primarily on poverty and the connections between economic justice and sexual and gender identity. Students will examine how economic and political systems create and sustain inequality within society, as well as how they can build a collaborative community of social justice activism and inquiry on campus and beyond. Restricted to Social Justice LLC students.

### SJUS 2030 SJLLC: Social Justice, Digital Activism, and Local Activism (1,2 Credit)

This course will expand upon the fall and winter SJUS courses, building from history to advocacy. Students will further their knowledge of racial, economic, and gender inequality through digital storytelling. Students will be encouraged to engage meaningfully and creatively in the struggle for social justice, both across campus and within the Denver community. Restricted to Social Justice LLC students.

### SJUS 2100 Justice Across Cultures: Cultural Perspectives on Social Justice (4 Credits)

Social justice is a complex and multi-faceted issue. That which constitutes social justice has been understood in a variety of ways across cultures and time. Students in this course explore the concepts of social justice by examining a variety of cultural and religious approaches to the subject paying explicit attention to non-western perspectives. The course pays particular focus on current controversies over global policy issues, including the UN Declaration of Human Rights, and students examine the divergent ideologies of social justice that lie behind these complex debates.

## Social Sciences (SS)

### SS 2583 Spectator to Citizen: From Public Good Theory to Action (2 Credits)

This course is the final course of the three-course sequence offered by the Center for Community Engagement to advance Scholarship and Learning (CCESL). Through this course, you will integrate your personal, professional, and academic goals with a focus on social change culminating in a clear sense of your identity as a public good scholar as well as a personal action plan that you can implement to address a social justice issue of your choosing. You will apply an anti-oppression analysis to your plan including how the Four I's of Oppression manifest in your selected topic, ways you center the knowledge/voices of the communities most impacted by the injustice/systemic oppression, and how white supremacy shows up in your issue and how the plan could actively work against it.

### SS 3980 Critical Race and Ethnic Studi (1-4 Credits)

### SS 3982 Social Science Internship (1-4 Credits)

### SS 3991 Independent Study (1-4 Credits)

## Social Work (SOWK)

### SOWK 2900 Introduction to Social Work (4 Credits)

Introduces students to the profession and practice of social work. Examines the history of the profession and its place within the structure of the social welfare system; explores core values and ethics, as well as the knowledge and skills necessary for effective social work practice. Also identifies various fields of practice and the range of social problems addressed by the profession.

**SOWK 3820 Frogs in a Pond: Japanese Translation Theory and Practice (4 Credits)**

This course takes a multi-pronged approach to literature and translation, considering aspects of translation theory, methodology, and practice; literature in translation; and the function of translation in global dynamics of canon, colonization, power, and literary stylistics. With a language like Japanese, which shares no linguistic roots with European languages, questions of translation are magnified and problematized by linguistic difference, histories of Orientalism and colonization, and fundamentally different literary aesthetics, especially in literatures of premodern Japan and early modern Europe. Questions this course considers include: with what modes of translation practice might we approach Japanese literature? How has the translation of European literature into Japanese impacted Japanese literary aesthetics and vice versa? How might we more equitably represent Japanese literature to a global Anglo audience? By what processes does the business of translation occur and how do those processes impact the actual production of literary canon and study? This class requires Japanese language ability of intermediate and higher. Prerequisites: JAPN 1416 and JAPN 2003 or equivalent required.

**SOWK 3991 Independent Study (1-10 Credits)**

## **Sociology (SOCI)**

**SOCI 1810 Understanding Social Life (4 Credits)**

This course is an introduction to the discipline of sociology and to the insights it provides into the human condition. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**SOCI 1988 Study Abroad Resident Credit (0-18 Credits)****SOCI 2002 Homicide in Colorado (4 Credits)**

This course examines homicide trends in Colorado in order to understand how serious violent offending varies across time and place. Students will analyze diverse data at the state and local level to explore how homicide patterns differ in urban, suburban and rural areas, and how homicide is related to other types of violent offending. We will also explore differences in offenders and victim characteristics, including in-depth case studies of individual homicide cases to understand relationships between victims and offenders and the dynamics that lead to homicide. We will then consider how well current criminological theories explain homicide and serious violent offenses in Colorado. We will conclude by assessing how likely current law enforcement strategies and state correctional policies are to affect state and local trends. Students will hone research skills and work independently and in small teams on a collaborative final project that will be shared with lawmakers and community organizations working to reduce lethal violence in Colorado.

**SOCI 2005 Sociological Imagination and Inquiry--Part A (4 Credits)**

This course is the first of a two-quarter sequence on sociological research methods and focuses on introducing students to the many qualitative methods used in sociological research. We explore what social research is, what the goals of such research are, and how research questions guide the selection of different methodologies. The remainder of the course focuses on qualitative data collection, including in-depth interviewing, ethnographic methods, historical comparative and content analysis methods, and other qualitative methods. Prerequisites: SOCI 1810 and sophomore standing or permission of instructor.

**SOCI 2006 Sociological Imagination and Inquiry--Part B (4 Credits)**

This course is the second of a two-quarter sequence on sociological research methods, and examines how sociological research questions can be answered using quantitative methods. Specifically, the course focuses on survey research design and statistics. Prerequisites: SOCI 2005 and sophomore standing or permission of instructor.

**SOCI 2020 Sociological Classics (4 Credits)**

Two or more classic works read and discussed in detail; emphasis on understanding particular classical work and its place in sociological tradition. Prerequisite: SOCI 1810 and sophomore standing or permission of instructor.

**SOCI 2060 Self and Society (4 Credits)**

Impact of social groups and socialization processes on formation of individual perceptions, thoughts, emotions and self-awareness; both normal and deviant formations considered. Prerequisite: SOCI 1810.

**SOCI 2120 Methods of Socio-Legal Inquiry (4 Credits)**

This course provides a broad overview of socio-legal research methods. Specifically, the course examines how qualitative and quantitative research methods are used to answer socio-legal research questions. Students participate in research in order to understand the process of designing a project, collecting data, analyzing data, and reporting findings.

**SOCI 2140 Urban Sociology (4 Credits)**

Sociological study of the city focuses on interrelationships among people, social institutions and space; process of urban development; comparison of competing theoretical perspectives. Prerequisite: SOCI 1810.

**SOCI 2160 Racism and Anti-Racism through Film (4 Credits)**

This course is an examination of the socio-historical and political evolution of racism and anti-racism through documentary film. We will trace the origins and continued significance of race, racism, and anti-racism from the pre-colonial era to the present. While our primary focus will be on the United States, we will also pay attention to race, racism and anti-racism in a global context. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2190 American Communities (4 Credits)**

Study of 'community' as a foundational concept in the discipline; consideration of the changing structural contexts of community, as well as the social-psychological aspects of community; emphasis on emerging forms of community in the contemporary U.S. Prerequisite: SOCI 1810.

**SOCI 2210 The Family (4 Credits)**

Emphasis on different kinds of families and on contemporary issues of changing gender roles, intimacy, childbearing, family breakup and reconstitution, and family's relationships with other social institutions. Cross listed with GWST 2210. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2220 Sociology of Childhood (4 Credits)**

This course explores the social meanings of childhood. In this course we will examine aspects of the symbolic meanings of childhood as well as the experiences of being a child. The commercialization of childhood through marketing to children, contradictory messages about children as innocent or problematic, the experience of gender socialization for children, and the expectations of creating perfect children will be explored in detail. Cross listed with GWST 2220. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2240 Sociology of Health (4 Credits)**

This course explores questions of how individuals experience health and illness, how they interact with institutions and providers, and how these experiences are filtered through social structures that lead to inequality. Using a sociological perspective, we analyze how individuals' experiences of health and illness, medical institutions, and work in the health professions are influenced by racial/ethnic background, gender, social class, sexual identity, and age. We analyze these concepts by looking at who gets to define health and illness as well as how medical decisions are made, including who has the right to make decisions, what are the limits on the kinds of decisions that can be made, and how are decisions enforced and challenged by law. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2250 Criminology (4 Credits)**

Social meaning of criminal behavior; relationship between crime and society in particular, how production and distribution of economic, political and cultural resources shape construction of law, order and crime; different types of crime, criminals and victims, and efforts to understand and control them. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**SOCI 2255 Juvenile Delinquency (4 Credits)**

Introduction to sociological study of delinquency in American society; history of juvenile delinquency, the creation of delinquent misconduct as a social and legal category, and current state of delinquent behavior. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2260 Deviance and Society (4 Credits)**

Examines some behaviors often called deviant, such as mental illness, substance abuse, governmental crime and unconventional lifestyles, and asks what groups call them deviant, why and how behavior affects community. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2270 Sociology of Religion (4 Credits)**

Sociological investigation of religion; how religion has influenced society, politics, gender equality; how society has influenced religion; why people participate in religion. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2320 Race and Ethnic Relations (4 Credits)**

Relationship of racial and ethnic minority groups to systems of social stratification; emphasis on United States. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2350 Comedy and Society (4 Credits)**

This course explores humor and comedy from a sociological perspective. We will examine humor and comedy as a means of social and cultural critique and as social and cultural reproduction. Specifically, we will pay close attention to the intersections of humor and comedy as it relates to questions of race, class, gender and power. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2370 Micropolitics of Race (4 Credits)**

This class explores racialized experiences and controversies that affect daily life in the United States. We use insights from sociology to analyze racial identity and public behavior. For example, why do many people of color often "code-switch" as they move from interacting with family and friends and into their workplace? Why are some Black people accustomed to giving "the nod" to other Black people they encounter in majority-white spaces? Why are many native-born Asian-Americans told that they "speak really good English" (what sociologists would call a microaggression)? We also explore controversies, including interracial dating, gentrification, "transracial" individuals, and Elizabeth Warren's Native American identity claims. We will situate our analyses of the everyday politics of race within institutional and structural racism. Prerequisite: SOCI 1810.

**SOCI 2420 Social Inequality (4 Credits)**

Dimensions of social class and its effect on economic, political and social institutions as well as style of life. Cross listed with GWST 2420. Prerequisite: SOCI 1810 and sophomore standing or permission of instructor.

**SOCI 2500 Schooling and Society (4 Credits)**

The objective of this course is to examine the relationship between schooling and the larger social inequalities (e.g., racism, poverty, and gender) that profoundly shape education. The major focus in this seminar will be on U.S. K-12 public education. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2540 Current Social Problems (4 Credits)**

We often think about social problems in our social worlds. However, rarely do we consider how certain situations come to be defined as problems and why some "problems" remain a focal point of public attention while others fade, even when the circumstances around that issue have not improved. In this course, we look at these very issues. Using current social problems, we explore how a social phenomenon comes to be seen as a social problem, what is at stake in this process, and how these dynamics matter in terms of thinking about inequality. This course counts toward the Scientific Inquiry: Society and Culture requirement.

**SOCI 2565 Men and Masculinities (4 Credits)**

Many of us believe that anatomy is what determines our behavior and that our bodies dictate our social and psychological temperament. Looking specifically at men and masculinities, this course tests that general notion, investigates the various ways male behavior is gendered and critically explores the meanings of masculinity in contemporary institutions. Throughout the course, we look at the multidimensional and multicultural ways masculinity is produced, constructed, enacted, and resisted; how masculinities structure power and resources; and how masculinities benefit, regulate, and hurt men's lives. Cross listed with GWST 2565. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2611 Research Practicum (1-4 Credits)**

Research process of hypothesis formation, data collection, data analysis and interpretation of results through collaboration with ongoing faculty research or through developing a guided individual research project. Prerequisites: SOCI 1810 and junior or senior standing.

**SOCI 2612 Research Practicum (1-4 Credits)**

Research process of hypothesis formation, data collection, data analysis and interpretation of results through collaboration with ongoing faculty research or through developing a guided individual research project. Prerequisites: SOCI 1810 and junior or senior standing.

**SOCI 2613 Research Practicum (1-4 Credits)**

Research process of hypothesis formation, data collection, data analysis and interpretation of results through collaboration with ongoing faculty research or through developing a guided individual research project. Prerequisites: SOCI 1810 and junior or senior standing.

**SOCI 2620 Crime over Time (4 Credits)**

This course examines the long-term decline of human violence across thousands of years, including: the extent of the decline, the causes of the decline, and the reasons why most people find it hard to believe that human violence has indeed declined precipitously. Prerequisite: SOCI 1810.

**SOCI 2622 Deportation Nation (4 Credits)**

This service-learning course examines the nexus of the criminal justice and immigration—or, crimmigration—system. Through a scholarly analysis situated of the historical, social, and political processes that have informed contemporary immigration law and policy, the course focuses on the shift to enhanced enforcement, detention, and mass deportation. Prerequisite: SOCI 1810.

**SOCI 2624 Labor and the Contemporary Prison System (4 Credits)**

Sociology is the “study of society” that examines and questions patterns of social behavior. Criminology is the study of crime, its changing definitions, its causes, and responses to it. In this course, we will explore sociological and criminological concepts and theories central to understanding labor in, at, around, and tied to the contemporary prison. We will move beyond common-sense understandings of these topics. The goal is for you to learn to critically evaluate the institution of penal labor, the work of prisoners and other individuals in and surrounding the prison, the impacts of penal labor on the economy, and challenges that different groups encounter in the face of these phenomena. Throughout the session, you will learn to use sociological and criminological “tools” to evaluate these elements of the social world to gain a better understanding of your life and the lives of those around you. Prerequisite: SOCI 1810.

**SOCI 2626 Sociology of Popular Culture (4 Credits)**

Sociology is the “study of society” that examines and questions patterns of social behavior. In this course, we will focus on one prominent aspect of social life: popular culture. You will explore theories and concepts central to the sociological study of popular culture in an effort to move beyond a common-sense understanding of ubiquitous cultural objects and their producers. The goal is for you to more critically evaluate and appreciate pop culture in regard to its production, consumption, meanings, and use. Throughout the quarter, we will discuss music, television, film, literature, comic books, sports, art, fashion, and other pop culture topics. You will learn to use sociological theory and concepts to evaluate these elements of the social world in order to gain a better understanding of your life and the lives of those around you. Prerequisite: SOCI 1810.

**SOCI 2628 Mass Incarceration (4 Credits)**

This course is designed for upper-level students interested in social policy, politics, inequality and law. It explores the “carceral state” or the institutions and policies that create a system of criminalization and punishment in the United States. Within the carceral state, the focus of the course is on the history and policies in the United States that led to the highest per capita incarceration rate in the world. The course examines and moves beyond various common explanations for mass incarceration, including crime, politics, public opinion, racism and the “prison industrial complex.” We then explore specific policies and practices that created and sustain high levels of incarceration, including sentencing, prison programming, and prosecutorial discretion, and the ways that these factors are deeply intertwined with America's history of race and inequality. We will study mass incarceration's complexity by exploring variation in punishment across federal, state and local levels. Finally, the course addresses recent attempts at reform, including policies around re-entry, drug courts and prison conditions. Prerequisite: SOCI 1810.

**SOCI 2650 Sociology of Immigration (4 Credits)**

This course applies a sociological approach to the study of international migration. Students examine early and contemporary waves of migration to the U.S.; theories of migration; processes of settlement and incorporation; the construction of immigration and citizenship; and institutional responses to immigration across and within immigrant groups. The course also examines variation in immigrant experiences along the lines of race/ethnicity, gender, and sexual and age identities. The course culminates in an examination of the impact of migration on the U.S. and on immigrants' sending communities. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2655 Latina/os in American Society (4 Credits)**

Latinas and Latinos constitute one of the largest and fastest growing ethnic groups in the United States. This course uses a sociological lens to understand Latina/os' experiences in the U.S. Specifically, we address Latinas' and Latinos' historical experiences and migration trajectories; assimilation, incorporation and racial/ethnic identity formation; the family, schools and labor markets; and political participation. In so doing, we discuss and challenge stereotypes about Latina/os, present alternative perspectives about Latina/o experiences in the U.S. and most importantly, understand their contributions to their families, their communities, and to the nation as a whole. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2701 Topics in Sociology (4 Credits)**

Topics vary. Recent topics have included urban poverty, ethics, women and crime, and school and workplace violence. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2710 Crime and Inequality (4 Credits)**

This course conducts a systematic investigation of the nature of inequality as it is related to crime and criminal justice in America. Racial, gender and class disparities are explored at critical stages of the criminal justice process, including crime commission, law-making, policing, court actions, and sentencing. This course considers the effects of inequality - particularly on system functions, employment opportunities, family stability and offenders' communities. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2715 Violence in Society (4 Credits)**

This course surveys how social scientists examine and understand violence in society. The first section of the course examines historical trends in violence over the past 500 years. We will then examine patterns of criminal violence in American society along with modern criminological theories. The final section of the course examines how sociological theories can help us understand newer forms of violence like genocide, terrorism, and state repression of movements. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2719 Social Movements (4 Credits)**

Studies in range of perspectives and research issues pertinent to understanding of social movements (groups operating without clear-cut direction from established social structure and culture). Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2720 Guns and Society (4 Credits)**

Guns are a fact of life in the United States; there are more guns in the US civilian stockpile than any other nation. In this course, we will take a step back from the partisan debates and assess both the history of guns and gun policy in the United States as well as the current state of knowledge around firearms in society. During the course of this class we will explore how science, politics, and culture converge to make guns a controversial topic in the US and what it means for society and policy. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2722 Criminal Justice Reform in the U.S. (4 Credits)**

Events in 2020 have left many people wondering why our criminal justice system looks as it does today and asking what we can do to make it better. Despite the wave of political and cultural support for reform, little has changed. Why? The answers lie in the complicated historical processes that created the loose network of institutions that we refer to as "the criminal justice system," and in the contemporary socioeconomic and political structures that sustain these institutions. To better understand the contemporary state of reform, we will study the forces that gave rise to them, including race's central role in the politics of criminal justice, and the complexities of American federalism. We will research contemporary reform efforts targeting policing, mass incarceration, prosecutorial discretion, and other issues. Prerequisite: SOCI 1810.

**SOCI 2724 Law and Social Control (4 Credits)**

Why do people obey the law even when doing so is not to their benefit? How do legal systems mobilize the threat of punishment to compel obedience? How do legal issues and institutions reflect deeper forces rooted in social life? This course explores these questions and examines how socio-legal and sociology of punishment scholarship help explain contemporary and historical developments in law and social control. We emphasize law's role in establishing and maintaining particular forms of social order, and explore how this becomes manifest in modern institutions, especially criminal justice systems. Prerequisite: SOCI 1810.

**SOCI 2726 Hate Crimes and Hate Groups (4 Credits)**

This course will examine how hate crimes and hate groups in the United States have been studied by social scientists and how their findings can inform the public good. Over the quarter this course will explore how hate crimes are defined relative to other forms of bias and crime, how the criminal justice system addresses hate crime and bias, how social movement mobilization influences hate crime trends, and how hate groups influence bias and hate incidents in the United States. The course will begin by asking how we all view hate in the United States, Colorado, and Denver as lay people. Then we will explore the political determinants and forces as play in how hate crime laws came to fruition and their argued effects. Next we will explore trends and patterns in hate crime victimization and offending. Next we will explore research on hate group ideologies, formation, and relations to hate crime offending. Finally, we will conclude with broader look at how hate relates to long term trends in violence and the state and what seems to be the next best steps for addressing hate in the United States. Prerequisite: SOCI 1810.

**SOCI 2730 Gender in Society (4 Credits)**

How the biological fact of sex is transformed into socially created gender roles. How individuals learn they are male and female, and how their behaviors are learned. A look at gender distinctions built into language, education, mass media, religion, law, health systems and the workplace. Cross listed with GWST 2730. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2735 Technology & Society: Identity, Interaction, & Control (4 Credits)**

This course applies a sociological and criminological approach to the study of technology. We will explore the ways that technological developments alter how people experience self-identity and social interaction. We will also consider the impact of contemporary technological developments on violence and social control. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2737 The Sociology of Denial and Acknowledgment (4 Credits)**

Humans are adept at downplaying, excusing, and outright ignoring uncomfortable truths. In our everyday encounters, we overlook our stumbles, mistakes, and blemishes to avoid embarrassing each other. In this way, denial allows us to maintain smooth social interactions, even in the face of disturbances. At the same time, denial permits us to live with extreme forms of inequality, deep and abiding social problems, and violations of others' rights. Many of us rationalize inaction in the face of others' suffering or overlook the bad decisions – and crimes too – of our political allies. In this class, we will investigate denial and its functions. We will also examine the efforts people make to overcome collective denial through interventions, acknowledgment, and memorialization. Prerequisite: SOCI 1810 or permission of instructor.



**SOCI 2741 Work and Occupations (4 Credits)**

How individuals fit into, are influenced by and in turn influence business institutions; changes in structure and meaning of workplace; different types of business and work relationships, forms of work, business roles and organizational structures; how business institutions affect society as a whole. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2750 Sociology of Law (4 Credits)**

Overview of theory and research about relationship between law and society; legal rules, roles, organizations and inter-institutional relations; activities of legal profession, courts, juries, legislatures and regulatory agencies. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2751 Masculinities and Sexualities (4 Credits)**

This course takes an interdisciplinary approach to explore the intersections of masculinities and sexualities in our culture. Through scholarly works in the studies of media, gender, sexualities, sociology, anthropology, and history, we will examine personal narratives, art, film, media, and literature to uncover power and inequality as they are complicated by a hierarchy of multiple masculine and sexual identities. Beyond gender and sexuality, we will also consider the significance of race, class, and disabilities as they also impact the lived experiences of people who claim masculine and sexual identities. This course will employ a variety of methods for uncovering what it means to be masculine and a sexual person in our contemporary culture. Prerequisite: SOCI 1810.

**SOCI 2752 Youth in Society (4 Credits)**

Although commonly understood to be a natural and universal phase in the life course, many scholars argue that “youth” is socially constructed. The goal of this course is to examine how young people in the United States are both “constructed” as a distinct social group by institutions such as media, schooling, criminal justice, and work, and how youth in turn construct their own social worlds and even spark social change. This is a hands-on exploratory course about youth cultures, youth issues, generational differences, and age as an axis of inequality. This means that in addition to reading about historic and contemporary youth, students will get a chance to explore a youth issue, controversy, or subculture in real time by reviewing relevant sociological research and collecting original data. Prerequisite: SOCI 1810.

**SOCI 2753 Immigration and the Law (4 Credits)**

International migration to the US and the political and legal questions it raises are seemingly omnipresent and ever controversial. This class will seek to make sense of immigration law with a focus on the contemporary era. We will focus on the construction of illegality of immigrants, and the “criminalization” of immigration law. What explains such trends? How have they played out amongst the public and policymakers, in the courts, and in the federal bureaucracy? How have states and local governments acted? What are the consequences for immigrants, their families, and communities when some must live in states of uncertain legality? Finally, how do immigrants and their allies resist these broader trends? By examining causes and consequences of US immigration law in the contemporary era, students will be able to make sense of an ever-controversial topic. Prerequisite: SOCI 1810.

**SOCI 2756 Environmental Justice (4 Credits)**

This course starts from the premise that all people have a right to live in a clean environment and access resources to sustain health and livelihood. We will examine issues at the intersection of environmental change and environmental justice (EJ). EJ issues revolve around the race-, class-, and equity-based implications of environmental problems. This course presents research on environmental quality and health, enforcement of regulations, access to resources, response to urban industrial problems, and the broader political economy of decision-making around environmental issues. The course will also explore and critically analyze the philosophies, frameworks, and strategies underlying environmental justice movements and struggles of African American, Latinx, Asian American, and Indigenous communities. We will ask and seek to answer questions such as: How and why are environmental problems experienced differently according to race, gender, and class? How do different communities experience and respond to environmental problems? Why does it matter that there is unequal exposure to environmental risks and benefits? What does the study of environmental risks tell us about racism, classism, and sexism in our nation and world today? What is environmental privilege and why does it matter? Prerequisite: SOCI 1810.

**SOCI 2757 State Violence (4 Credits)**

This course applies a socio-legal approach to the study of state violence. We will explore the ways that social institutions, culture, and law shape states' uses of violence both internationally and domestically. We will also examine the socio-legal foundations of efforts to control and collectively respond to state violence. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2758 Criminology from a Radical Perspective (4 Credits)**

In this course we will analyze several topics in criminology using a radical perspective. Radical criminology understands crime and criminal behavior from structural, anti-statist, and anti-capitalist perspectives. It asks questions like, “how does the distribution of political and economic power in capitalist society result in some harmful acts – typically those committed by the poor – being defined and treated as serious crime, while other equally harmful acts – typically those committed by people in positions of power – are often either not defined as criminal, or treated as minor technical offenses?” And, “how do “street crimes” result from the distortions of human lives that arise from oppressive and alienating experiences?” We will go over the development of radical criminological thought, criminology of resistance, Marxist methods, the role of state and law, radical perspectives on policing, courts, punishment, and corrections, as well as the future of the field. Prerequisite: SOCI 1810.



**SOCI 2759 Space, Crime and Criminal Justice (4 Credits)**

By reading socio-spatial theory, studying recent literature on crime, space, and place, and using Geographic Information Systems (GIS) software, students will gain experience in making maps, obtaining data, uncovering spatial patterns to inform public policy, and conceptualizing space and place. Space and place are dynamic social forces. The spatial aspects of where we live and how we interact can influence the way we experience the social and physical world. Thus, it is important to consider how crime is distributed within and across neighborhoods, communities, cities, states, etc. as well as how the criminal justice system relates to space and place. Throughout the course we will utilize theory and research from critical criminology and critical human geography to better understand how space, place, and crime intersect with inequality. We will also use computer applications – QGIS and GeoDa – to uncover socio-spatial patterns of crime and criminal justice processes. The demand for individuals with basic skills in GIS and spatial analysis has grown throughout a variety of industries and fields. This course is designed to introduce GIS and spatial analysis while providing a basic understanding of spatial methods and help students realize the increased opportunities in the labor market or when applying to graduate school. Prerequisite: SOCI 1810.

**SOCI 2760 Discipline and Punishment (4 Credits)**

Institutional mechanisms for imposing discipline and for punishing wayward individuals and groups; contradictory social objectives of punishment and corrections; organizational settings for administering punishment and identifying predominant institutional routines in coercive environments. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2762 Work, Law and Inequality (4 Credits)**

Work is a central institution of modern societies. Much of our adult lives revolve around paid employment: finding it, keeping it, and deciding whether and when to change it up. Whether jobs are plentiful or scarce, highly paid or undervalued, safe or dangerous, are not just market questions, but legal and political ones. In this course, we will examine the relationship between work and the law in recent U.S. history, focusing on the transition from a legal regime that provided for well-paying and secure jobs to one in which precarity reigns, illegal conditions have become endemic in many industries, and a significant number of jobs in the so-called “platform” economy exist beyond the reach of workplace laws. Prerequisite: SOCI 1810.

**SOCI 2765 The Female Offender (4 Credits)**

Female offenders are one of the fastest growing segments in both the juvenile and adult justice systems. This course introduces students to debates and issues surrounding girls, women, and crime; explores different theoretical perspectives of gender and crime; and examines the impact of gender on the construction and treatment of female offenders by the justice system. In addition, this course specifically looks at girls' and women's pathways to offending and incarcerations; understanding girls' violence in the inner city; exploring the reality of prison life for women, with a particular focus on the gender-sensitive programming for incarcerated mothers; and ending with an examination of how capital punishment has affected women offenders historically and contemporarily. Cross listed with GWST 2765. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2770 Kids and Courts (4 Credits)**

This course examines how American society has responded to the problem of at-risk and delinquent youth in the twentieth and twenty-first centuries. The primary focus will be on the juvenile court's and the encompassing juvenile justice system's efforts to address this problem. The court's and the system's ameliorative attempts to help at-risk children/adolescents as well as their more punitive policies directed at serious and violent young offenders will be investigated. Differences in juvenile court policies and practices over time and across jurisdictions (both in the United States and in other countries) will be considered. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2775 Wrongful Conviction (4 Credits)**

The criminal justice system was once considered infallible—innocent people did not end up in prison. But DNA evidence has revealed that innocents are incarcerated and perhaps even executed. This course focuses on the prevalence of wrongful conviction; the harms caused by wrongful conviction; the causes of wrongful conviction; strategies for reducing wrongful conviction; and the prospect of compensating the wrongfully convicted. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2780 Women and the Law (4 Credits)**

This course explores the relationship between women and the law, looking at the way the categories of sex and gender have been produced and reproduced through law. Through a look at case law and sociological research, students will examine women as bodies, workers and family members. This course also explores the development and current status of American law in the areas of women's constitutional equality, pay equity and equal opportunity, women's access to education, women in the workplace and violence against women. Cross listed with GWST 2780. Prerequisite: SOCI 1810 or permission of the instructor.

**SOCI 2785 Family and the Law (4 Credits)**

The government is actively involved in deciding who gets to be a family and what families should look like. The state and its laws are involved in shaping family life, making decisions for family members, and mediating familial conflict. This course looks at the appropriate role of the state in family life by examining state legislation and court decisions and social research on a variety of topics. Cross listed with GWST 2785. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2790 Policing Society (4 Credits)**

Emergence and development of police organizations and tactics; factors that influence policing styles and objectives; historical precedents; policing the street; policing the board room; policing the world; and policing everyday life. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2795 Capital Punishment (4 Credits)**

This course examines three main topics: the history of capital punishment (facts and trends, public opinion, legislation, and landmark Supreme Court cases); arguments often made for abolition (arbitrariness, cost, and innocence); and arguments often made for retention (deterrence, incapacitation, and retribution). Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2800 Sociology of Sport (4 Credits)**

Locating contemporary sport within context of history of work and leisure to explore sociological forces that have shaped the way we work and play; emphasis on how sport fits into the American culture; aspects such as race, gender, class, intercollegiate athletics, socialization, professionalization, economics, politics and social change. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2820 Drugs and Society (4 Credits)**

Relationship between drug use, drug control and social contexts; various sociological themes relating to use and control of drugs in American society. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2825 Sexualities and the Law (4 Credits)**

This course provides an overall conceptual and applied understanding of sexualities (sexual identities, relationships, behavior, and choices), law, and punishment in the United States. All of the following areas will be examined: sexual minorities' rights (with a focus on marriage equality) and relationships; reproductive regulation; sex industry; pornography; and responses to sex offenses (with a focus on responses to college sexual assault). Students in this course will identify the ways legislation and the courts define and regulate sexualities in society. Prerequisite: SOCI 1810.

**SOCI 2830 White-Collar Crime (4 Credits)**

Organization and control of white-collar crime, including fraud, corruption, price fixing, embezzlement, regulatory violations and other crimes committed by high-status individuals for and against organizations. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2835 Victimology (4 Credits)**

This course provides an overview of various aspects of crime victimization, including theories, policies, and practices relevant to victims of crime and the history of the crime victims' movement. It will also focus on the impact of victimization, legal rights for crime victims, system responses to victims of crime, and the interaction of victims with the American legal system. Selected current and emerging issues and programs in the victim services field will be explored, including analysis and discussion of alternative methods of justice. Prerequisite: SOCI 1810.

**SOCI 2850 Sociology of Poverty (4 Credits)**

Causes, incidence and consequences of poverty; the various "pockets" of poverty: aged, urban, ethnic minorities, women; exploration of poverty in the U.S. and cross-culturally. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2855 Crime and the Media (4 Credits)**

This course explores the complex relationship between crime and the media. We use sociological and cultural theories to examine how crime, criminals, and the criminal justice system are portrayed in print and visual media outlets. We explore the media's role in shaping crime control and other public policies. We investigate the influence of offender and victim characteristics (e.g., race, gender, class, celebrity status) on how crime is presented. We also "turn the tables" to learn about how media itself may influence patterns of criminal offending (think violent video games). The overarching goal of this class is to teach students to watch/read crime media with an educated, critical eye. Prerequisite: SOCI 1810 or permission of instructor.

**SOCI 2860 Conflict and the Law (4 Credits)**

This course focuses on Sociologist Donald Black's theoretical models to examine: the cause of human conflict; the conditions that lead disputants to turn to the legal system to handle conflict; and the impact of the disputants' social characteristics on the outcome of the case.

**SOCI 2988 Study Abroad Resident Credit (0-18 Credits)****SOCI 3701 Topics in Sociology (4 Credits)**

Topics vary. Recent topics have included criminal justice policy; qualitative methods and data analysis; environmental governance; advanced ethnographic methods; community values. Prerequisites: junior or senior standing and permission of instructor.

**SOCI 3981 Internship (1-4 Credits)**

Opportunity to gain valuable work experience, explore various career options, develop job competencies and apply theoretical knowledge to practical concerns of the world. Must have junior or senior standing, be sociology or criminology major or minor, have a cumulative GPA of 3.0, and have taken at least three sociology- and/or criminology-related courses beyond SOCI 1810.

**SOCI 3982 Internship (1-4 Credits)**

Opportunity to gain valuable work experience, explore various career options, develop job competencies and apply theoretical knowledge to practical concerns of the world. Must have junior or senior standing, be sociology or criminology major or minor, have a cumulative GPA of 3.0, and have taken at least three sociology- and/or criminology-related courses beyond SOCI 1810.

**SOCI 3985 Thesis Research Seminar (2 Credits)**

This course is designed to provide support and structure for students working on their senior thesis. The course presumes that students have completed a methods sequence, have chosen a thesis topic, and have a plan for how they will develop their thesis. Prerequisites: SOCI 2005 and SOCI 2006; permission of the instructor.

**SOCI 3986 Thesis Writing Seminar (2 Credits)**

This course is designed to provide continued support and structure for students working on their senior thesis. The class helps students with the structure of writing and defending their thesis. The course presumes that students have begun their projects, are significantly or nearly finished with data collection and organization, and are ready for analysis and writing. Prerequisites: SOCI 2005, SOCI 2006 and SOCI 3985; permission of the instructor.

**SOCI 3988 Study Abroad Resident Credit (0-18 Credits)**

**SOCI 3991 Independent Study (1-8 Credits)**

**SOCI 3998 Criminology Assessment (0 Credits)**

This course involves a required assessment of graduating sociology and criminology majors' knowledge of the discipline based on courses taken. Prerequisites: SOCI 1810, SOCI 2005, SOCI 2006, SOCI 2020, and SOCI 2250; permission of instructor.

**SOCI 3999 Sociology Assessment (0 Credits)**

This course involves a required assessment of graduating sociology and criminology majors' knowledge of the discipline based on courses taken. Prerequisites: SOCI 1810, SOCI 2005, SOCI 2006, SOCI 2020, and SOCI 2420; permission of instructor.

## Spanish (SPAN)

**SPAN 1001 Beginning Spanish (4 Credits)**

The Beginning Spanish sequence aims to provide practical language skills for meaningful communication in real situations, with the goal of connecting with the diverse Spanish-speaking populations around the world and in the US. Three quarter sequence. Span 1001 is designed for students with no previous Spanish experience. Students with more than 2 years of high school Spanish or who grew up in a Spanish-speaking environment must take the placement exam and enroll in a higher-level course.

**SPAN 1002 Beginning Spanish (4 Credits)**

The Beginning Spanish sequence aims to provide practical language skills for meaningful communication in real situations, with the goal of connecting with the diverse Spanish-speaking populations around the world and in the US. Three quarter sequence. Prerequisite: SPAN 1001 or equivalent.

**SPAN 1003 Beginning Spanish (4 Credits)**

The Beginning Spanish sequence aims to provide practical language skills for meaningful communication in real situations, with the goal of connecting with the diverse Spanish-speaking populations around the world and in the US. Three quarter sequence. Prerequisite: SPAN 1002 or equivalent.

**SPAN 1988 Study Abroad Resident Credit (0-18 Credits)**

**SPAN 2001 Intermediate Spanish (4 Credits)**

Grammatical structures, close rapid conversation, reading of cultural and literary materials. Prerequisite: SPAN 1003 or equivalent. Three quarter sequence.

**SPAN 2002 Intermediate Spanish (4 Credits)**

Grammatical structures, close rapid conversation, reading of cultural and literary materials. Prerequisite: SPAN 2001 or equivalent. Three quarter sequence.

**SPAN 2003 Intermediate Spanish (4 Credits)**

Grammatical structures, close rapid conversation, reading of cultural and literary materials. Prerequisite: SPAN 2002 or equivalent. Three quarter sequence.

**SPAN 2050 Form, Meaning and Communication in Spanish (4 Credits)**

This course is an overview of advanced Spanish grammatical structures necessary for creating meaning and communication through a cultural, political and social framework. As such, it emphasizes that the Spanish language has a variable grammatical system that changes across its communities and according to contexts of use. This course offers extensive oral and written practice to improve students' standard grammatical accuracy as well as an overall understanding of the structure of the language. This course provides the metalinguistic knowledge necessary for students to successfully communicate in Spanish both in oral and written form and prepare for upper-level courses, while validating and honoring the rich linguistic differences that characterize the Spanish-speaking world.

**SPAN 2100 Conversation and Composition (4 Credits)**

Targeted practice in topics related to written and oral development in Spanish. Subject areas may include: literacy and cultural readings, contemporary politics, films, podcasts, music, and contemporary music articles. Prerequisite: SPAN 2003 or equivalent.

**SPAN 2200 Spanish for Heritage/Bilingual Speakers I (4 Credits)**

Development of the linguistic, literacy and academic language skills of bilingual/heritage speakers of Spanish for preparation to advanced courses and professional settings. Overview of topics relevant to Spanish-speaking communities in the United States. This section is for bilingual/heritage speakers of Spanish only.

**SPAN 2250 Spanish for Heritage Speakers II (4 Credits)**

Second course of the 2-course sequence for heritage speakers. Continuation of the development of linguistic, literacy and academic language skills of bilingual/heritage speakers of Spanish for preparation to advanced courses and professional settings. This section is for heritage speakers of Spanish only.

**SPAN 2300 Iberian Culture & Civilization (4 Credits)**

Intensive study of culture of Spain; manifestations of culture found in history, art, architecture, music, literature, and politics of early and modern Spain. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.

**SPAN 2350 Latin American Culture and Societies (4 Credits)**

An introductory and interdisciplinary course on the political, historical, and cultural dynamics that have shaped Latin America, the Caribbean and U.S. Latinos. An examination of the political and intellectual movements and economic forces embedded in relations of power from pre-Colombian civilizations, colonialism, independence, nation building, and imperialism to the struggle for democracy. Analysis of diverse cultural practices such as literature, music, film, and visual art within a national and transnational context. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.

**SPAN 2400 Latino Cultures in the United States (4 Credits)**

Interdisciplinary study of Latino contemporary issues in the United States incorporating aspects of the distinct socio-historical, political, economic, and cultural dynamics that have contributed to the shaping, development and increasing prominence of Latino communities. Includes an examination of how Latino cultural forms and practices intersect with socio-historical, economic, and political forces as a framework for understanding the Mexicano/Chicano, Puerto Rican, Cuban, Dominican and other Latino communities embedded in the very fabric of what constitutes the United States. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: SPAN 2100 or 2200 or 2250 or equivalent.

**SPAN 2701 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisites: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 2702 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: SPAN 2300 or equivalent.

**SPAN 2703 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: SPAN 2350 or equivalent.

**SPAN 2704 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisites: SPAN 2300 and SPAN 2350.

**SPAN 2705 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: SPAN 2400.

**SPAN 2801 Writing, Memory & Terror: Post-Dictatorship Literature of the Southern Cone (4 Credits)**

This course explores the representation of violence, repression and disappearance in the post-dictatorship literature of Argentina, Chile and Uruguay in literature and memorialization projects. Students will examine literary testimony in a variety of genres: narrative, poetry, theatre, and critical essays in their social, political and historical contexts, as well as its manifestations in music and film. We will discuss the role of memory in reconstructing discourses; testimonial literature and the modern and postmodern views of representation and memorialization; and points of convergence between this literature and other survivor testimonial narratives, particularly those of the Shoah. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2802 Afro-Latinos in the US (4 Credits)**

Afro-Latin@s (Afro-Latinos and Afro-Latinas) is a group designation for a community that, until recently, had not tended to call itself, or to have been called, in that way. The group's past, however, demonstrates a sense of tradition and shared social and cultural realities, and the term is increasingly being used in the twenty-first century. Particular to the USA context, as opposed to Latin American countries, is that here the Afro-Latin@ experience has to do with the cross-cultural relation between the Afro and the Latin@, which means most conspicuously the relation between Latin@s and African Americans. It is important, however, not to limit the concept to that connection and recognize the presence of a group that embodies both at once. This class explores the history of Afro-Latin@s in the USA, as well as examples of unique lived experiences of Afro-Latin@ individuals navigating their social identities as they intersect with other Blacks and Latin@s. The identity field linking Black Latin Americans and Latin@s across national and regional lines will remain within focus. The class will be grounded in the analysis and discussion of a variety of texts and artifacts including essays, poetry, narrative, and film. This class will be conducted in English and will not count toward the major or minor in Spanish. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**SPAN 2803 Religion and Violence in Latin America (4 Credits)**

The Spanish and Portuguese imposed Catholicism in the Americas during the conquest and colonization, brutally repressing indigenous religious expression through persecution and forced conversions. While Catholic doctrine officially replaced the polytheism, animism and ancestor worship of indigenous religions, in actuality, the Colonial period saw great diversity in religious practice, as indigenous populations and African slaves developed systems of religious syncretism adapting the Catholic dogma to their beliefs and practices. However, although Latin America is currently home to more than 425 million Catholics –an estimated 40% of the Catholic population worldwide– and the Roman Catholic Church now has a Latin American pope for the first time in its history, the region is far from being religiously homogeneous. Since independence, immigration, politics, and economics have played an important role in effectively changing the religious demography of Latin America. This course will examine religion and violence in Latin America, from pre-Columbian times until 1983, focusing on the relationship between religion and political power. We will explore pre-Columbian religions; the role of religion in the conquest and colonization of the Americas; African religion and slave religious ritual; religious syncretism; religious art; immigration and religion; revolution and religion; and the political implications of Protestantism and Liberation Theology. This course counts toward the Analytical Inquiry: Society and Culture requirement. This class will be conducted in English and will not count toward the major or minor in Spanish.

**SPAN 2804 Latin American Popular Culture (4 Credits)**

This course is an introduction to the study of Latin American popular culture. Basic theoretical notions about the subject will be introduced but the emphasis of the class will be on the discussion of literature analyzing specific situations, events or expressions drawn from various Latin American countries during the nineteenth and twentieth centuries as well as the United States in the twentieth century. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2805 The Sociopolitics of a Majority-Minority Language in the U.S. (4 Credits)**

This course is an introduction and critical exploration of the sociohistorical, sociopolitical and sociolinguistic implications of Spanish as a language of use in local communities across the United States. Because the primary focus of exploration, in this case, is the social and political issues related to Spanish in the U.S., we will focus on its use and representation, rather than on its linguistic representation. Similarly, we will conceive of language –any language– as social action, particularly the ways in which people use language to convey social and political meanings. To achieve such an undertaking, students will be exposed to an interdisciplinary, sociopolitical approach to a language spoken by more than 40 million people in the United States today (American Community Survey, 2020), exploring the complex historical context that makes Spanish the de facto second language spoken locally as well as nationally. Key to this analysis will be the introduction of social constructionism and other critical sociolinguistic notions that explain social categories such as race, language, gender and class as not fixed but rather, socially constructed. In all, this course will explore how Spanish, as a minority-majority language, presents fertile ground for recognizing the social and political implications of language use. Students will engage with the material through course lectures, active discussions, and analyses of real-life examples of Spanish use on the ground. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2806 Latin American Food Landscapes (4 Credits)**

This course focuses on the ways in which Latin American food landscapes –alimentary cultivation, production, purveyance, preparation, and consumption– reveal the complexities of various political, socioeconomic, ecological, and cultural contexts. Students will be challenged to consider the ways in which, throughout the Américas and since the pre-conquest era, diverse food landscapes have often provided marginalized individuals and communities with opportunities to creatively resist policies or prejudices aimed at erasing local food and agricultural practices and preferences. Course lectures and readings are informed by key tenets of global and interdisciplinary food studies and offer students with the opportunity to explore a variety of genres and areas of knowledge. Course topics include the intersections of Latin American Food Landscapes and: notions of freedom, identity, and nationality; gastro-imperialism; culinary arts and seduction; food-related religious and spiritual practices; agroecology & Indigenous epistemologies; agrarian reform & food security activism; urban agriculture; breastfeeding practices and polemics; gastrotourism; cross-cultural food & mountain studies. No knowledge of Spanish is required or expected, although interested students may choose to complete select course readings or assignments in Spanish, Portuguese, and/or Quechua. This course counts toward the Analytical Inquiry: Society and Culture requirement. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2807 Salvador Dalí and His Surrealist Friends (4 Credits)**

This interdisciplinary course is an exploration of Salvador Dalí's Surrealist art and life, focusing particularly on the influence that his early friendships had on his work. Students will analyze surrealist art while also learning about Dalí's fertile artistic collaborations and personal relationships with a select group of artists such as filmmaker Luis Buñuel, writer Federico García Lorca (both intimate friends of Dalí); poets André Breton and Paul Éluard (leading voices in the Surrealist group); Éluard's wife, the enigmatic Gala (who will ultimately become Dalí's wife, muse and business manager); and Sigmund Freud who personally met Dalí and whose ideas about the subconscious became the ideological foundation for this experimental movement. Students will also learn about other Avant-Garde movements such as Dadaism, Ultraism and futurism.



**SPAN 2808 Inventing Latin America (4 Credits)**

In this course we will explore the Idea of Latin America in a broader context of social constructs and social formations using theoretical frameworks from History, Anthropology, Geography and Semiotics. Students in this course will learn and assimilate theoretical tools to identify what a social construct is, how it is built, used, and how it changes. Based on readings focused on specific examples in the history of the mass of land called first new world, first America, west indies and later, Latin America, we will analyze the ways in which temporal and spatial dimensions are enforced to build these and other concepts that are part of the global process of cultural negotiations. Modernity, traditional, underdeveloped, exotic, "western" or "not western" are part of the vocabulary that informs what has been called "politics of time and politics of space". We will focus specially on the ways the binominal Latino/a and Latin America is used in the context of the multicultural idea of the USA, underlying the difference in meaning when the term has been employed in the context of national discourses in Latin America. This course counts toward the Analytical Inquiry: Society and Culture requirement. No knowledge of Spanish is required or expected. This class will be conducted in English and will not count toward the minor in Spanish. A total of only 4 credits from any SPAN28XX course may count toward the major in Spanish.

**SPAN 2900 Introduction to Literary and Cultural Studies (4 Credits)**

Intended as a transition between 2000-level advanced language and cultural courses and 3000-level cultural and literature analysis courses, SPAN 2600 presents students with the opportunity to refine their analytical and interpretive skills, by examining a wide variety of Spanish language texts drawn from the literary cultural milieu of Latin America, Spain, and the United States. Throughout this course, students will acquire and utilize fundamental tools and strategies for contemporary literary and cultural studies in Spanish, including: gender and sexuality studies; race and ethnicity; decolonial thinking; pop culture; nationalism; ideology; and formal elements of interpreting texts. At the end of this course, students should be able to demonstrate relationships between distinct texts of varied media and genre (journalism, essay, short story, autobiography/memoir, historiography, oral tradition, film, photography, the plastic arts, etc.) in the interdisciplinary perspective that characterizes literary and cultural studies in the 21st century. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisites: SPAN 2100 and SPAN 2300 or SPAN 2350.

**SPAN 2930 From Tenochtitlan to A Global City: Urban Landscapes in the Making of Modern Mexico (4 Credits)**

This course is an intensive examination of the past and present of one of the most fascinating cities in the world, Mexico City. Paying particular attention to space and place, we will examine the historical processes (political, intellectual, ecological, social, and cultural) that are manifest in the urban development of the megacity. By taking this class in Mexico City, students will be able to visit some of the landmarks of Mexican History, as well as several other significant museums and archaeological sites. Similarly, by engaging in an in-depth reflection structured along textual, visual, and in-sight materials and experiences, students will be invited to reflect about matters of change and continuity as well as how national socio-political trends are reflected in local contexts, thus also learning to reflect about the interpretive relationship between the micro-macro levels of analysis. Prerequisite: SPAN 2350.

**SPAN 2988 Study Abroad Resident Credit (0-18 Credits)****SPAN 3200 Eroticism and Nation in the Latin American Novel (4 Credits)**

A study of the foundational fictions of Latin America and their twentieth-century rewriting. Nineteenth-century novels showcasing the interplay of sentimental love, eroticism, class struggle, and political agendas in the formative years of the Latin American nations are analyzed and contrasted with twentieth-century narratives where such nation (and narrative) building is put to question. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3230 Musicalized Literature (4 Credits)**

Introduction to musicalized literature: a study of literary texts that provoke in the reader a sense of being related to music or prompt a "musical" experience while reading. The course focuses on various Latin American narrative texts whose relation with songs or genres of popular music is more or less explicit. The analysis aims first to illuminate their musical aspects, but also addresses other angles (social, historical, political). Basic information about several genres of popular music is provided in order to facilitate comprehension. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3300 Travel Narratives (4 Credits)**

Travel accounts, rather than candid and unbiased testimonies about places and people, are challenging texts that require critical analysis. This class offers an overview of the evolution of travel narratives, from the times of the Grand Tour to contemporary accounts representing cross-cultural interactions between Spaniards and their 'others'. Travelogues by authors such as Washington Irving, Domingo Faustino Sarmiento, Julio Camba and Juan Goytisolo. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3320 Class and Gender in 19th-Century Spain (4 Credits)**

Spain underwent social and political revolutions during the nineteenth century from which new values emerged. Through the analysis of literary, political and cultural texts from the late nineteenth-century, students explore the changed view of gender and class identity. Students will read and critically examine several works by prominent authors of the Spanish Realist tradition, including Benito Pérez Galdós, Leopoldo Alas (Clarín) and Emilia Pardo Bazán. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3330 Rebels, Lovers and Outlaws in Spanish Romanticism (4 Credits)**

This course studies the literary and cultural tropes of Spanish Romanticism. Themes discussed include the rebellion against an unjust social order, the portrayal of marginal social groups and the creation of subjectivity in the Spanish Romantic tradition. The literary genres studied are drama, essay and poetry; the primary authors include Larra, Zorrilla, Espronceda, Bécquer, and de Castro. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3333 The Fertile Friendship: Bunuel, Lorca, Dalí and Spanish Surrealism (4 Credits)**

An interdisciplinary study of the relationships of three Spanish artists (Salvador Dalí, Federico García Lorca and Luis Buñuel) and the development of Surrealism in Spain. Through the intriguing intersections of the life and art of the painter, the poet, and the filmmaker, a better understanding of this fascinating artistic movement is achieved. Prerequisite: SPAN 2300 or equivalent.



**SPAN 3400 Spanish Theatre in Performance (4 Credits)**

Reading, discussion and performance of plays written in Spanish. The focus will be on improving pronunciation, intonation and dramatic expression as well as providing a better understanding of contemporary theatrical movements in the Spanish speaking world such as teatro del absurdo, teatro posibilista or teatro campesino. The course includes a final performance (in front of a real audience) of the play. Plays by authors such as Susana Torres Molina (argentine), Federico Garcia Lorca (Spain), Emilio Carballido (Mexico), and other authors from the Spanish speaking world. No prior experience in theater is required. Prerequisite: SPAN 2300 or SPAN 2350 or equivalent.

**SPAN 3420 Contemporary Film in Spain (4 Credits)**

Through contemporary Spanish film and essays this course examines the representation of key cultural aspects of Spanish society, such as national and regional identities, immigration, and gender issues. Students critically evaluate the causes, cultural manifestations and consequences of the social themes studied first by reading about them and then by viewing films that consider the same issues. They learn to identify the formal elements of film and develop a critical vocabulary with which they analyze and write about them. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3490 The Quixote Archive: Cervantes in Context (4 Credits)**

This course offers students a critical introduction to one of the most influential texts ever written: Miguel de Cervantes' "Don Quixote" (1605, 1615). Careful attention will be paid to the historical, social, political, and literary contexts with which Cervantes' text dialogues. We will also assess a variety of adaptations of Cervantes' work in other media, and will engage with the substantive body of secondary critical literature informing interpretations of "Don Quixote" for the past 400 years. Prerequisite: SPAN 2300 or equivalent.

**SPAN 3500 Interrogating 'convivencia': Muslims, Christians, and Jews in Iberia (4 Credits)**

This course proposes to critically interrogate the complex relationship between the Muslim, Christian, and Jewish communities of the Iberian Peninsula, and the lasting impact of the historical relationship between these communities on the culture, literature, art, politics, and economy of Spain, with particular emphasis on the period 711-1700. Special attention is paid to problematizing the notion of 'convivencia' and to considering how diverse representations of the 'three cultures' are appropriated in the construction of national(ist) ideals that are overtly reflected in literature and art, both in Medieval and Early Modern Iberia and in contemporary Spain. Enforced Prerequisites and Restrictions: SPAN 2300, 2350, 2400, or equivalent.

**SPAN 3510 Sex, Bodies, and Power in Imperial Spain (4 Credits)**

This course considers the body a key locus of social and political struggle in the 16th and 17th Centuries in Spain and in the Indies. Contemplating the role of a variety of discourses from diverse fields (medicine, law, philosophy, theology, politics), we will ask such questions as: What is the body and how does it work in physical terms? How is the body used to perform or problematize legal, moral, and social identities? How is the body used as a mechanism to marginalize, control, or exclude individuals or groups, or to legitimize the authority and power of other individuals or groups? We will contemplate representations of the body in diverse media and genres (painting, sculpture, engravings, theater, novels, poetry, autobiography, medical treatises, moralizing tracts) in order to reconstruct the complex epistemology through which the body, and especially problems of race, gender, and sexuality, was conceptualized in the 16th and 17th Centuries. Particular attention will be paid to the representation of the materiality of the body (physiology as a key to moral and cultural difference), eroticism, homosexuality, cross-dressing, 'monsters,' sickness, and reproduction, considering the representation of such corporeal phenomena to be a privileged space for interrogating the ideologies and structures upon which Power is built. Enforced Prerequisites and Restrictions: SPAN 2300, 2350, 2400 or equivalent.

**SPAN 3600 Caribbean Blackness: Conflictive Identity (4 Credits)**

Introduces the student to the Caribbean region, particularly examining cultural characteristics of the Spanish speaking Caribbean, with an emphasis on race relations and the contributions of peoples of African descent. The focus is interdisciplinary and includes readings on anthropology, religion, and history among other subjects, together with close readings of literary texts. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3650 The Andean World: Artistic Representations of Power, Resistance and Social Change (4 Credits)**

Survey of Andean literature and art created during the nineteenth, twentieth and twenty-first centuries; artists' portrayals of strategies for resistance and the struggle for social justice in modern Andean society. Study of a wide variety of genres including short stories, novels, testimonials, poetry, essays, songs, visual art and film. Class discussions, theoretical texts and student analyses focus on the central theme of representations of power, resistance and social change in the Andes. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3660 The Fantastic Short Story in Latin America (4 Credits)**

Introduction to the genre of the fantastic short story in nineteenth- and twentieth-century Latin American literature. Study of the rise of the short story genre in Latin America and the ways in which we can understand the Fantastic and its relationship to the Gothic and the Magical Real. Assigned readings by authors such as Horacio Quiroga, Jorge Luis Borges, Julio Cortazar, Gabriel Garcia Marquez, Carlos Fuentes, Silvina Ocampo and Rosario Ferre. Class discussions, theoretical texts and student analyses focus on a text's themes, literary devices, and writing styles, as well as metatextual and historical references. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3670 Exploring the Amazon: A Literary, Filmic and Ethnographic Journey (4 Credits)**

Introduces the student to the Amazonian region of South America and the ways in which this fascinating landscape and the diverse peoples who inhabit it have been portrayed and exploited by "outsider" novelists, filmmakers, explorers, anthropologists, businessmen, and scientists beginning in the sixteenth century. This course also includes a survey of texts selected from the oral traditions of indigenous Amazonian groups such as the Ashanika, Machiguenga, Cashinahua and Ese'ija. Assigned readings underscore the course's interdisciplinary focus and encourage students to hone their course reading and analytical writing skills through the study of anthropological, historical, literary and filmic texts. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3680 Food, Power and Identity in Latin American Literatures and Cultures (4 Credits)**

A study of culinary representations and the role of food in Latin American literature, film, culture and politics. Assigned texts include short stories, novels, films and a selection of literary, historical and political essays that relate to food politics and poetics. A review of key food policies and politics throughout colonial and contemporary Latin America reveal legacies of colonial power struggles, as well as the important intersections between food and constructions of identity, nationality, and socioeconomic and cultural emancipation. The course also explores themes such as the art of cooking as a tool for seduction, culinary witchcraft, and contemporary national and regional struggles to achieve food sovereignty in an era of globalization and neoliberal politics. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3702 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 3703 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 3704 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 3705 Topics in Spanish (4 Credits)**

Selected topics, genres, authors and/or literary, cultural, sociopolitical, or historical movements in the Spanish-speaking world. Course with same number but with a different topic may be repeated for credit. Prerequisite: at least one of SPAN 2300, SPAN 2350 or equivalent.

**SPAN 3800 Central American Blackness: Forgotten Roots (4 Credits)**

Introduces the student to the Central American region, with an emphasis on race relations and the cultural contributions of peoples of African descent. The focus is interdisciplinary and includes readings in history and demography among other subjects, together with close readings of literary texts. Prerequisite: SPAN 2350 or equivalent.

**SPAN 3988 Study Abroad Resident Credit (0-18 Credits)****SPAN 3990 Senior Seminar (4 Credits)**

This is the capstone course of the Spanish major and requires students to complete an in depth, scholarly study of a topic or issue pertinent to their seminar's central theme(s). Spanish majors must take a minimum of one senior seminar and this course must be taken at DU once a student has reached senior standing. Prerequisites: SPAN 2300, SPAN 2350 (or equivalent) and at least twelve credits at the 3000 level. A selection of seminar topics includes Latin American Popular Culture, Contemporary Spanish Novel, Pre-Columbian and Colonial Andean Literature and Culture, Puerto Rican Literature and Society, Layqas, Ñakáqs and Saqras: Representations of the 'Supernatural' in Quechua Oral Traditions, Latin American Narrative, El Romancero, Contemporary Socio-Political Poetry in Latin America, Latin American Women Poets, and Masterpieces of Latin American Literature. Prerequisites: SPAN 2300, SPAN 2350 (or equivalent) and at least twelve credits at the 3000 level and senior standing.

**SPAN 3991 Independent Study (1-4 Credits)****SPAN 3997 Internship in Spanish (4 Credits)**

This course serves as curricular, intellectual, and professional support to a 10-week Spanish internship. Students will be matched to an internship with a community partner (private or public agency, institutional office, non-profit or community organizer) whose mission aligns with students' professional aspirations in a variety of disciplines. Through the exploration of notions in critical service-learning, students will be given the opportunity to reflect upon their own positionality and its implications for issues in social justice, equity and linguistic diversity as they participate in an internship site. Students are expected to mobilize their linguistic skills in Spanish as part of the experience, and especially as part of their role in supporting community partners explore and understand better ways to serve Spanish-speaking communities across the Denver Metro area. Students will engage with readings, workshops, reflections and a portfolio that showcases their community-engaged work while furthering an understanding of the sociolinguistic implications of Spanish as a U.S. language which is spoken and used in a variety of communities across Denver. An end-of-term showcase will be expected as part of participation in this course. Prerequisite: SPAN 2200, SPAN 2250, or SPAN 2400.

**SPAN 3998 Honors Thesis (1-10 Credits)**

## Theatre (THEA)

**THEA 1010 Stage Movement & Dance (1 Credit)**

Movement class for dancers and non-dancers alike. Topics may include Stage Combat, Broadway, Period Movement, Tai Chi, Masks & Storytelling, World Dance Styles, Movement Analysis, etc. Check with department for quarterly offerings.

**THEA 1011 Stage Movement & Dance (1 Credit)**

Movement class for dancers and non-dancers alike. Topics may include Stage Combat, Broadway, Period Movement, Tai Chi, Masks & Storytelling, World Dance Styles, Movement Analysis, etc. Check with department for quarterly offerings.

**THEA 1012 Stage Movement & Dance (1 Credit)**

Movement class for dancers and non-dancers alike. Topics may include: Stage Combat, Broadway, Period Movement, Tai Chi, Masks & Storytelling, World Dance Styles, Movement Analysis, etc. Check with Department for quarterly offerings.

**THEA 1200 Tech Studio (1 Credit)**

Tech studio is a basic course in the principles of scenic construction and preparation for department productions: hands-on training and application of technical theatre skills. Includes scenic construction, properties crafts, sound engineering, lighting electrics, scene painting, and related theatrical design elements, as defined by the needs of the departmental production season. Special emphasis on developing core competencies within a framework of professionally-modeled safety protocols.

**THEA 1300 Costume Studio (1 Credit)**

Costume Studio is a basic course in the principles of costume construction and preparation for departmental productions: hands-on training and application of costume building skills. Includes sewing, patterning, draping, tailoring, dyeing, maintenance/upkeep, and related skills necessary to the successful realization of the costume design process within the context of the departmental production season. Special emphasis on developing core competencies within a framework of professionally-modeled safety protocols.

**THEA 1325 Costume Tech Bootcamp: Construction Skills & Craft Intensive – Introduction to Pattern & Fit (1 Credit)**

The intention of this garment-building intensive is to introduce and solidify certain foundational technical skills and craft competencies of early-career costume students, so that they may take their costume or fashion design studies to the next level. Through an aggressive series of exercises and projects focused on patterning and fit technique, in a hands-on studio setting, students will finish the week of instruction with a skills portfolio prepared according to industry standards as set forth by the United States Institute for Theatre Technology Costume Commission. Specialized technique, proper and safe operation of industrial equipment, historical construction practices and 3-dimensional interpretation and pre-visualization are all topics for inclusion. The exact makeup and focus of study will be determined by the interests of the group.

**THEA 1400 Production Performance Studio (0 Credits)**

Production Performance Studio is a course that provides hands-on training and application of acting and/or production performance skills. Includes acting, stage management, directing, designing, light/sound board operations, stage crew, wardrobe, and related roles in the production and performance process, applied within the context of departmental productions. Builds upon the foundation provided by departmental courses. Audition and/or faculty permission required for enrollment.

**THEA 1600 Stagecraft for Theatre (4 Credits)**

Stagecraft introduces students to the basic skills that allow us to realize the art of Theatre. Students will have the chance to learn construction, craft and design skills in the scenic and costume areas that can be applied in advanced Theatre classes, and in everyday life. Theatre technicians and artisans need breadth and problem-solving skills with a wide range of techniques and materials, and an awareness of the performance from all aspects. Having technical awareness makes all students better at what they do. 1. Learn through doing: experience the work of the theatre technician through complex hands-on projects in which the students have opportunities to work as craftsman and artist. 2. Learn and use the fundamental vocabulary and tools of design, as they apply to theatre production 3. Learn about -and experience creating- following the process that theatre technicians use to create multi-phase artistic projects. 4. Be introduced to the intersection of theatre design and theatre production as we practice it today in the profession- personnel, practices, the collaborative nature of the art form and our industry. 5. Students will learn safety practices, including personal protection equipment, fire code, safe tool handling, and environmental health and safety practices for the beginning artist. 6. Students will learn to use power tools, including saws, sanders, pneumatic tools and hand tools. 7. Students will learn techniques for hand and machine sewing. 8. Students will learn to select materials and techniques to build projects. 9. Students will plan a project from idea to scaled drawing to realizing the project using power and hand tools. 10. Students will learn painting techniques, and plan and execute a multi-step painted surface. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1810 The Process of Theatre: Page to Stage (4 Credits)**

Exploration of the process playwrights, directors, actors, and designers use in creating a theatrical production. Individual sections may focus on single areas only—please see department for current offerings. In this course, students will demonstrate the ability to create or interpret the texts, ideas or artifacts of human culture. They will also identify and analyze the connections between these things and the human experience/perception of the world. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1861 Theatre Imagination (4 Credits)**

Beginning exploration of nature of theatricality through exercises and study of specific plays; explore acting, directing, designing and writing. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1862 How to Read a Play (4 Credits)**

Close analysis of selected dramatic texts from Aeschylus to Caryl Churchill. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1880 Fundamentals of Theatre Design (4 Credits)**

The work of the theatre designer is to transform a text into visual and aural expression, by planning and creating the physical environment of a live performance. Students will learn about – and learn appreciation for – theatre design in order to be better theatre artists (and audience members) themselves, through the applied practice of designing a "paper" production, collaboratively with a small team. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 1988 Study Abroad Resident Credit (0-18 Credits)****THEA 2200 Voice for the Actor (4 Credits)**

In this course we learn the art and craft of compelling communication. All speakers are nervous; in this course we develop skills for managing the nerves associated with public speaking as well as learn analytical skills for unearthing and sharing complicated, and uncomplicated, text. We spend a good amount of time and effort diving into vocal training to harness the power of your voice, cultivating clarity and resonance. We explore and play with rhetorical analysis, learning to decode and employ persuasive techniques. We study and embody the intricacies of meaning-making, learning how to craft messages that resonate with authenticity and impact. All public speaking is storytelling and in this class we discover the nuances that captivate audiences and breathe life into narratives. Whether you're stepping onto the stage or addressing a crowd, this course equips you with tools to communicate clearly. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2230 Movement and Voice for Actors (4 Credits)**

Actors often learn movement and vocal training separately, despite the fact that speaking is a physical act and that an actor's voice and body are constantly working in relationship to each other. This course has two main objectives: 1) to train your actor instrument through rigorous physical and vocal training, and 2) to help you understand the essential and dynamic relationship between an actor's breath, body, and voice. You'll explore how physical actor training strengthens and improves the ability to speak while ultimately allowing you to embody a character more successfully. Drawing from many areas of study in movement and voice, you will connect physical and vocal action through a series of exercises and explorations. Specifically, we'll investigate 1) how to prepare your body for performance circumstances and to successfully support your vocal needs, and 2) how your body and voice can work symbiotically during performance to deliver a more powerful, precise, engaging performance. The course will begin with extensive physical and vocal actor training; then we'll apply this training to specific theatrical texts; it will culminate in a collaborative performance that will provide opportunities for both individual and group performances. This work will strengthen stage presence and characterization and will heighten your emotional and physical power and commitment to each moment onstage. By the end of the quarter, if you do the work, you will be vocally and physically transformed, armed with a new approach to moving and speaking onstage. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2870 Acting I (4 Credits)**

Exploration of acting through physical and vocal exercises, followed by scene study. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2871 Acting I (4 Credits)**

Exploration of acting through physical and vocal exercises, followed by scene study.

**THEA 2880 Scene Design I (4 Credits)**

Exploration of methods, techniques and procedures involved in transforming scenic concepts into actual practice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2881 Lighting Design I (4 Credits)**

Exploration of methods, techniques and procedures involved in transforming lighting concepts into actual practice. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2882 Costume Design I (4 Credits)**

Exploration of methods, techniques and procedures involved in transforming costume concepts into actual practice.

**THEA 2883 Sound Design I (4 Credits)**

Exploring methods, techniques and procedures involved in transforming sound effects/sound design into actual practice.

**THEA 2884 Theatre Management (4 Credits)**

Theatre Management examines the process and systems of running and supporting an arts organization. Through case studies and collaborative work, the class explores strategies for creating mission-driven, sustainable models that mutually benefit artists, audiences and arts organizations.

**THEA 2885 Directing I (4 Credits)**

Theory and practice of staging plays. Prerequisites: THEA 1861, THEA 1862, THEA 2870.

**THEA 2890 Theatre History I (4 Credits)**

This course examines the development of Western theatre and drama from the Ancient Greeks to the 19th-Century, concentrating on the intellectual, social and artistic foundations of theatre and drama. The course is designed to engage theatre from its theatrical, social, cultural, and historical contexts. The lecture-discussion format of this course is intended to foster an active engagement among the students with the theatre and drama of the past. Through in-class readings, discussions of the readings, written assignments, and presentations, students are encouraged to consider the material under investigation from sociohistorical and theatrical perspectives, as well as from the material's relation and relevance to the present. The focus is on theatre and drama representative of the major styles, authors, and genres from Fifth-Century B.C.E. into the early 19th-Century. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2891 Theatre History II (4 Credits)**

This course examines the development of Western theatre and drama from the 19th-Century to the present. Concentrating on the intellectual, social and artistic foundations of theatre and drama, this course is designed to engage theatre from its theatrical, social, cultural, and historical contexts. The lecture-discussion format of this course is intended to foster an active engagement among students with the theatre and drama of the past. Through in-class readings, discussions of the readings, written assignments, and presentations, students are encouraged to consider the material under investigation from sociohistorical and theatrical perspectives, as well as from the material's relation and relevance to the present. The focus is on theatre and drama representative of the major styles, authors, and genres from the 19th-Century to the present. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**THEA 2893 History of Global Fashion Trends (4 Credits)**

In this course, students will study global fashion trends throughout human history. We will delve into how and why humans choose to cover their bodies, investigate how our contemporary fashion marketplace is affecting the planet at large, and analyze how contemporary artists influence our perceptions of global fashion.

**THEA 2988 Study Abroad Resident Credit (0-18 Credits)****THEA 3700 Topics in Theatre (1-4 Credits)****THEA 3701 Topics in Theatre (1-4 Credits)****THEA 3702 Topics in Theatre (1-4 Credits)****THEA 3703 Topics in Theatre (1-4 Credits)****THEA 3704 Topics in Theatre (1-4 Credits)****THEA 3711 Playwriting (4 Credits)**

Introductory course designed to provide students with the necessary tools to create dramatic texts for reading and performance. Through textbook and published play reading assignments engineered to highlight successful practices, and exercises devised to tap into different modes of creative generation, students will discover different methodologies for developing new work for the stage.

**THEA 3760 Stage Management (4 Credits)**

Survey, exploration, and application of the component parts of the stage manager's role, based upon current methods practiced by professional theatre companies in the United States. Stage managers facilitate the creation of a fully-realized work of theatrical art, born of the collaboration of numerous artists, craftspeople and technicians.

**THEA 3861 Junior Seminar (2 Credits)**

Roundtable discussions of play-selection, production requirements and creative strategies taken the year prior to the Senior Practicum Project (THEA 3862). Additionally, students will consider their post-graduation goals and receive practical advice on advanced studies or a career in the theatre.

**THEA 3862 Practicum in Theatre (1 Credit)**

Senior capstone project synthesizing all aspects of the BA program. As a "principal artist" (actor, director, designer, playwright, etc.) on a production of the student's choosing, each graduating senior will be given the chance to put "theory into practice" and fully mount a play for an audience.

**THEA 3865 Seminar in Dramatic Literature (4 Credits)**

Selected problems and periods.

**THEA 3870 Acting II (4 Credits)**

Continuing exploration of acting through text analysis, scansion, vocal technique and scene presentation. Prerequisite: THEA 2870.

**THEA 3873 Acting III (4 Credits)**

Advanced exploration of acting through scene study, intense physical and vocal work and rehearsal techniques. Prerequisites: THEA 2870, THEA 3870.

**THEA 3883 Stage Makeup (2 Credits)**

Hands-on instruction in application and design of theatrical makeup.

**THEA 3884 Scene Painting (4 Credits)**

Exploration of two- and three-dimensional techniques for painting stage scenery.

**THEA 3980 Theatre Internship (1-12 Credits)**

Internships in theatre include everything from front of house jobs to acting on stage. Internships can be for any entertainment related field and include theme parks, cruise ships and regional theatres.

**THEA 3988 Study Abroad Resident Credit (0-18 Credits)****THEA 3991 Independent Study (1-10 Credits)**

In-depth exploration of a specific topic or project of the student's choosing, undertaken in consultation with and under the close supervision of a faculty advisor. These courses may also be taken in preparation for an honor's thesis in any theatrical discipline.



# Wellness (WELL)

## **WELL 1013 Introduction to Wellness Studies (4 Credits)**

This course is designed to help students critically analyze concepts and theories of wellness and to promote wellness in their everyday lives. An emphasis will be placed on the research and application of knowledge and skills to increase personal awareness of health and to promote wellness and quality of life.

## **WELL 2013 WLLC: Introduction to Wellness (1,2 Credit)**

This course is designed to help students critically analyze the determinants of wellness and to promote wellness in the everyday lives we lead, both personally and as members of a community. An emphasis is placed on the research and application of knowledge and skills to increase personal awareness of health and to promote wellness in the quality of life in a community. Restricted to Wellness LLC students.

## **WELL 2014 WLLC: Community and Social Wellness (1,2 Credit)**

This course helps students explore their own perspectives and identities in terms of community and social wellness. Students explore different facets of the community from a development approach to analyze critically what determines the relationship between community wellness and social wellness across time, the life cycle, socio-economic boundaries, cultures and communities. An emphasis is placed on informed discussion, working together, sensitivity to others' perspectives, and creating greater awareness of our power to effect change in our community and our world. Restricted to Wellness LLC students.

## **WELL 2015 WLLC: Spiritual and Emotional Wellness (1,2 Credit)**

This course helps students explore their own perspectives and identities in terms of spirituality as it relates to personal wellness. The course creates opportunities for students to explore different spiritual experiences to analyze critically the relationship between spirituality and wellness across time, the life cycle, various socio-economic levels, cultures and communities. An emphasis is placed on informed discussion, sensitivity to others' perspectives, and creating great awareness in our community. Restricted to Wellness LLC students.

## **WELL 2050 Foundations of Health Promotion (1-2 Credits)**

Health promotion starts with understanding all that goes into wellness and wellbeing. Wellness is a unifying concept that weaves together many disciplines, curricula, and facets of experience. This class will explore multiple dimensions of wellness, such as emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social. Students will learn about each dimension along with examples of behaviors that promote each dimension of wellness and demonstrate how they are interconnected. The course is designed to help students critically analyze concepts and theories of wellness and draw connections to wellness in their everyday lives. An emphasis will be placed on the research and application of knowledge and skills to increase personal awareness of health and to promote wellness and quality of life.

## **WELL 2051 Applications in Health Promotion (1-2 Credits)**

This course provides an understanding and broad overview of the practice of health promotion. Health promotion is the development of individual, group, institutional, community and systemic strategies to improve health knowledge, attitudes, skills and behavior. The course will consider the practicalities of designing, delivering, and evaluating health promotion interventions as well as how health promotion practices intersect with issues of health equity and the social determinants of health. Students will learn about key behavioral theories and models that support program planning as well as understanding the ability to impact health behavior. Students will have opportunities to explore applications of health promotion concepts.

## **WELL 2052 Future Directions in Health Promotion (1-2 Credits)**

Motivating a society to actively encourage good health is no small task – made even more difficult by inequities that constrain people's choices in ways that affect health, from food to leisure to work. Improving public health takes legions of professional health educators working in every possible venue, from schools and mass media to workplaces and legislative offices. This course will explore how professionals from different disciplines approach health promotion, such as in social service, corporate wellness, healthcare, school, and public health systems as well as Injury Prevention, Research, Health Technology, and even Entrepreneurship. The class will also explore emerging trends in health promotion, including as relates to health equity and well-being.

## **WELL 2053 Foundations of Global Mental Health (1-2 Credits)**

This course introduces students to foundational concepts of mental health from a global and interprofessional perspective. Students will explore cultural concepts of distress and wellbeing through a decolonization framework, from Indigenous understandings and practices to modern diagnostic and intervention models grounded in a variety of disciplines. Students will be invited to bring their passion, values, and lived experience to think critically through the challenges and opportunities presented by this diverse, essential, and rapidly-evolving field.

## **WELL 2054 Applications in Global Mental Health (1-2 Credits)**

This course provides students with an opportunity to integrate the theoretical and conceptual underpinnings of global mental health with meaningful community-engaged experiences. Students will be challenged to collaborate across professional disciplines to research and incorporate best practices grounded in principles of equity, diversity, and inclusion, centering the needs and voices of community stakeholders.

## **WELL 2055 Future Directions in Global Mental Health (1-2 Credits)**

This course challenges students to look beyond here and now, to the future of global mental health, and prepares students for the next phases of their training and careers. Building on both didactic and experiential learning, this course will address the needs and obstacles facing global mental health fields today—ranging from inequities in health care access to identity-based violence to ecological injustice—and will create a space for curiosity about what tomorrow may hold, and what role each student may play in addressing some of the most pressing concerns of their time. Themes include cultural awareness and humility, global majority dynamics, and systemic bias, as well as the importance of self assessment around personal worldviews, gaps in learning, and areas of ongoing growth.



**WELL 2070 Introduction to Mental Health and Wellness Studies (4 Credits)**

This course introduces students to foundational concepts of mental health and wellness through a framework that emphasizes diversity, equity, and inclusion as well as interprofessional perspectives. Students will explore concepts of mental health, wellness, and distress drawing on perspectives that range from Indigenous understandings and practices to modern diagnostic and intervention models grounded. For example, students will explore multiple dimensions of wellness as well as diverse professional approaches to mental health and wellness. Students will be invited to explore their passion, values, and lived experiences to think critically through the challenges and opportunities available in the diverse field of mental health and wellness.

**WELL 2100 Writing for Wellness (4 Credits)**

Mental health problems among college students have increased significantly in recent years, and student depression rates have doubled since 2009. However, a growing body of research suggests that many individuals can improve feelings of wellbeing through a variety of writing practices, including journaling, critical reflection, and expressive writing. Inspired, in part, by Yale University's most popular course, "The Science of Wellbeing," this wellness course explores current research on wellbeing, and engages students in the role writing can play in personal, academic, and professional wellness. In this course, students explore academic research on writing for wellness, experiment with wellness writing approaches themselves, and design a wellness writing self-study.

**WELL 2700 Leveraging Eco-Distress to Create a Regenerative Future (4 Credits)**

This course looks at wellness and mental health through the lens of addressing global environmental change through imagining and co-creating a future that is equitable, just, joyful, and based on thriving, mutually beneficial relationships with other humans, all other species, and the natural world. Emphasis will be placed on building resilience to climate grief, solastalgia, eco-anxiety, and climate trauma utilizing a strengths-based perspective and frameworks such as social permaculture, regenerative design, and futures thinking. Students will develop knowledge and awareness of how global environmental change and the polycrisis impact our thoughts, emotions, and behavior, and will learn skills and mindsets to support them in feeling empowered in their ability to take hopeful and intentional action in the creation of a regenerative future for all beings and the Earth.

**WELL 3020 Mental Health and Wellness for the Public Good (2 Credits)**

This capstone course of the Mental Health and Wellness Minor requires students to integrate knowledge related to diverse understandings of wellness and origins of mental health inequities learned in prior Minor courses. Through structured, critical reflections and discussions, students will identify community-relevant ways in which mental health and wellness promotion could be enhanced. They will use the interdisciplinary perspectives gleaned from earlier courses to create and execute an applied project or experiential learning activity with the objective of promoting mental health, wellness, and equity for the public good.

**WELL 3028 Internship (1-2 Credits)**

This internship is designed to help you develop interprofessional skills to address mental health and wellness issues. During the internship, you will have opportunities to transfer learning from classes to projects that address complex problems of importance to the student and the public good; have agency and play a key role in defining and carrying out collaborative projects; and receive individualized mentoring.

## Writing (WRIT)

**WRIT 1022 English for Academic Purposes (4 Credits)**

This 4-credit course is designed to facilitate the acquisition of US English for Academic Purposes (EAP) by multilingual students who use English as an additional language. In this class, students will be immersed into the academic world that the University of Denver participates in, to develop proficiency in usage conventions while paying attention to the reading, writing, speaking, and listening skills that are necessary for a student's holistic participation in diverse academic cultures. In addition to classroom instruction and working in the language lab, we will spend a significant amount of time interacting with the community around DU to gain experience communicating in different contexts and rhetorical situations. Students are encouraged to use all resources (including languages they are proficient in) available to them as they work to improve their EAP proficiency.

**WRIT 1122 Rhetoric and Academic Writing (4 Credits)**

WRIT 1122 teaches strategies that are vital in writing for diverse audiences, primarily in situations that require students to present and justify positions. The course teaches rhetorical analysis and practices, the effective use of readings and source materials, and techniques for generating, revising, and editing texts produced to meet specific situations. WRIT 1122 provides sustained practice in writing, with systematic instructor feedback, across multiple assignments and drafts, totaling 3,000-5,000 words by quarter's end.

**WRIT 1133 Writing and Research (4 Credits)**

This course builds on the writing and rhetorical skills learned in WRIT 1122 by shifting attention from general rhetorical strategies to specific rhetorical strategies that shape different kinds of academic inquiry. Through introduction to quantitative, qualitative, and textual research traditions, students identify how written reasoning varies in terms of the questions posed, the kind of evidence used to answer them, and the nature of the audience or forum for the result. In addition, the course teaches how to shape research into substantive academic arguments, with attention to the ethical consequences of their rhetorical choices. Students are asked to develop further their linguistic, design, and reasoning competencies, with added consideration of citation conventions. Students complete at least 20 pages of revised and polished writing, in multiple assignments, as well as numerous additional exercises, in projects requiring library-based research as well as other types. Final portfolio. Prerequisite: WRIT 1122.

**WRIT 1533 Writing and Research (4 Credits)**

This course, designed for transfer students, builds on the writing and rhetorical skills learned in WRIT 1122 by shifting attention from general rhetorical strategies to specific rhetorical strategies that shape different kinds of academic inquiry. Through introduction to quantitative, qualitative, and textual research traditions, students identify how written reasoning varies in terms of the questions posed, the kind of evidence used to answer them, and the nature of the audience or forum for the result. In addition, the course teaches how to shape research into substantive academic arguments, with attention to the ethical consequences of their rhetorical choices. Students are asked to develop further their linguistic, design, and reasoning competencies, with added consideration of citation conventions. Students complete at least 20 pages of revised and polished writing, in multiple assignments, as well as numerous additional exercises, in projects requiring library-based research as well as other types. Final Portfolio. For transfer students. Prerequisite: WRIT 1122 or transfer equivalent and permission of instructor.

**WRIT 1622 Advanced Rhetoric and Writing (4 Credits)**

A writing course for advanced first-year students, emphasizing rhetorical strategies for different academic and civic audiences and purposes; critical reading and analysis; and research. Course sections focus on a coherent set of texts, usually on an issue or theme; contact the Writing Program for specific information each quarter. Students complete at least 20 pages of polished prose in multiple assignments. Final portfolio. Satisfies the same graduation requirement as WRIT 1122. Prerequisite (one of the following): Admission to honors program; score of three or better on AP Language and Composition or Language and Literature exams, or four on the IB English; or specific permission of the director of writing.

**WRIT 1633 Advanced Writing and Research (4 Credits)**

A continuation of WRIT 1622, this is a writing course for advanced first-year students, emphasizing rhetorical strategies for different academic and civic audiences and purposes; critical reading and analysis; and research. The course has a significant research component. Course sections focus on a coherent set of texts, usually on an issue or theme; contract the Writing Program for specific information each quarter. Students complete at least 20 pages of polished prose in multiple assignments. Final portfolio. Satisfies the same graduation requirement as WRIT 1133. Prerequisites: WRIT 1122 or 1622, plus one of the following: either admission to the honors program; score of three or better on AP Language and Composition or Language and Literature exams, or four on the IB English; or specific permission of the director of writing.

**WRIT 1733 Honors Writing (4 Credits)**

Honors Writing is designed for students who will benefit from a particularly rigorous and in-depth experience with language. This class offers a theme around which students read serious and challenging texts, including some primary readings in rhetorical theory, and write at least 25 pages of polished prose, with additional less formal writings. The course offers advanced instruction in rhetorical theory and practice, as well as writing in multiple research traditions in the academy. Class has a highly participatory discussion format and students will have latitude in choosing and directing much of their work. Topics vary from section to section. Required for honors students. Prerequisites: admission to the honors program and either WRIT 1622 or WRIT 1122; or permission of the director of writing, in consultation with the director of honors.

**WRIT 1991 Independent Study (1-4 Credits)****WRIT 2000 Theories of Writing (4 Credits)**

This course introduces a number of theories of writing, providing an overview of complex issues and research into the state and status of writing and writers. It takes up such questions as these: What is writing? Where did it come from? How did it develop—and did it do so the same or differently in other cultures? How do writers develop—and what accounts for differences? What are different types of writing, different situations for writing, different tools and practices—and how do these interconnect? What does it mean to study writing? How have major figures theorized writing, and what tensions emerge among their theories? What are relationships among thought, speech, and writing—and among image, film/video, and sound? How do such theories change our notions of what texts are and what texts do? Students will learn how various theorists, historians, and researchers answer these questions, and they will apply that knowledge to their own projects. Prerequisites: WRIT 1133, 1533, 1633, or 1733.

**WRIT 2040 Memoir and Personal Writing (2,4 Credits)**

In learning to write memoirs, a writer is learning how to analyze memory, select experiences, invent narratives—all while still being "truthful." In this course, students distinguish memoir from other forms of writing about the self, including autobiography, diaries and journals, blogs, and letters. They read excerpts of published memoirs and drafts of memoirs they write during the course, with a particular interest in how these writers shape and represent their experiences textually: how do people construct the stories they tell about their lives? What is the value of personal writing for writers and readers? And perhaps most importantly, how can we begin to create stories of experiences in compelling ways? Students complete multiple writing projects, including at least one polished short memoir.

**WRIT 2050 Style and Rhetorical Grammar (4 Credits)**

Be concise. Don't split infinitives. Write with flow. Don't end a sentence with a preposition. Avoid the passive voice. Never use "I" in academic writing. Everyone has heard these maxims about writing and grammar. This course will interrogate those maxims, and provide systematic ways to draft, revise, and polish prose based on the needs and demands of the audience. More specifically, students consider matters of sentence structure and sentence rhythm, cohesion, and concision, as well as voice and point of view. Through a series of shorter and longer writing assignments, in-class exercises and activities, and course readings, students hone their writing and grammar skills, all with the goal of writing with improved clarity and grace. The course is open to all students who want to take their writing to another level of sophistication, clarity, and range. Prerequisite: WRIT 1122 or permission of instructor.

**WRIT 2100 Internship in Writing and Rhetoric (0-4 Credits)**

The Internship in Writing and Rhetoric provides academic credit for professional or paraprofessional work in applied rhetoric or writing directed by a University Writing Program faculty member, perhaps in collaboration with one of the Program's community partners. Internship opportunities are individually designed as experiences for students who have completed the first-year WRIT sequence, and they require approval from the Executive Director of Writing. Enforced Prerequisites and Restrictions: WRIT 1133, or WRIT 1633, or WRIT 1733.

**WRIT 2120 Writing for Wellness (4 Credits)**

Mental health problems among college students have increased significantly in recent years, and student depression rates have doubled since 2009. However, a growing body of research suggests that many individuals can improve feelings of wellbeing through a variety of writing practices, including journaling, critical reflection, and expressive writing. Inspired, in part, by Yale University's most popular course, "The Science of Wellbeing," this wellness course explores current research on wellbeing, and engages students in the role writing can play in personal, academic, and professional wellness. In this course, students explore academic research on writing for wellness, experiment with wellness writing approaches themselves, and design a wellness writing self-study. Cross-listed with WELL 2100.

**WRIT 2200 Environmental Writing (4 Credits)**

This writing course examines humanity's relationship with the natural world by developing writing abilities in traditional and emerging environmental genres. Using sustainability and interconnectedness as guiding principles, the course considers the wide range of interactions and encounters that humans can have with nature and place, while also exploring topics that might include climate change, environmental justice, and green rhetoric. Assignments include a range of non-fiction genres that communicate complex ecological concepts, perform advocacy work, or create aesthetic experiences. Prerequisite: WRIT 1122 or permission of instructor.

**WRIT 2300 Professional Writing (4 Credits)**

This course introduces modes and approaches vital to communicating in contemporary workplaces and organizations. As an applied writing course, it covers strategies and requires practice in techniques for composing genres commonly used in professional settings: rhetorically effective emails, memos, instructions, visual data, social media presences, and others. It also includes approaches to document management and communication workflows that support collaboration and composing processes. The course, which fulfills a requirement for the Minor in Writing Practices, is appropriate, beneficial, and open to students from all majors, whether in sciences, humanities, social sciences, the arts, or professional fields.

**WRIT 2400 Editing and Publishing (4 Credits)**

Editors wear several hats: they are readers and writers, researchers, fact-checkers, curators, and deciders. They are coaches and critics. They are gatekeepers and beta readers. The work editors do is partly mechanical—making specific changes to texts in light of recognizable conventions; and it is also intellectual—deciding how and when to apply and adapt those conventions to meet, respect, and challenge the needs of readers and writers. Depending on their responsibilities, editors may also help develop and sustain a publication's mission or vision, communicate with authors and reviewers, design visually effective page layouts and other materials, and create social media and other marketing campaigns attracting readers to the publication. Through hands-on practice with specific publications, primarily campus/student publications, this course teaches several kinds of editing: 1) copyediting texts for consistent, mechanics, and adherence to language conventions within particular publishing contexts; 2) comprehensively editing texts for content, organization, style, design, and relationship to source texts; and 3) editing from the perspective of an academic journal or periodical.

**WRIT 2500 Topics in Writing Theory, History, Research (4 Credits)**

This course provides curricular space for various subjects and foci related to theories about writing, histories of writing and its status and development, or research about writing. Specific offerings of the course will vary according to professor or student needs, interests, and opportunities, and to developing knowledge and research in the field. Examples of possible topics might include multimodality and writing, relationships between visual and verbal rhetoric, the development of specific genres over time, the relationship between academic and civic writing, the history of writing in specific schools or settings, research into the acquisition of writing skills, social policies and practices that affect writing, ethical issues in writing practices, the effects of technologies on writing, and so on. The preceding list is illustrative, not exclusive. Prerequisites: WRIT 1133.

**WRIT 2555 Diverse Rhetorics (4 Credits)**

Rhetoric's origins in classical texts, in the western canon, developed to serve early forms of democracy and civic participation. Despite classical rhetoric's formative impact, plenty of languages and cultures have their own means of persuasion and civic participation. This course introduces ways that rhetoric is practiced in diverse contexts, not as a stable idea, but as an adaptive practice situated in cultures, identities, and languages, bridging writer, audience and purpose. This course starts with classical Western rhetoric, but then explores the varied practices and theories of, for example, African American, Asian, Latinx, Indigenous, and queer rhetorics, to name a few. This course counts toward the Analytical Inquiry: Society and Culture requirement.

**WRIT 2600 Travel Writing (4 Credits)**

Travel writing captures and sometimes invents a place for an audience. We see it expressed in many different genres and purposes, from literary nonfiction, to travel guides, to online reviews. How best can writers convey their experiences of a place as an outsider? What writing strategies are best for creating a narrative of experiences and enticing an audience? This applied writing course involves writing in several genres and for different audiences.

**WRIT 2625 Food Writing (4 Credits)**

Food writing emerges in many forms—from (written or oral/embodied) recipes we've inherited from relatives, to restaurant reviews we might consider when going on a trip or a special dinner out, to cooking blogs we peruse for dinner ideas (or just the beautiful photographs), to the labor and food systems exposés that help us understand the complex origins of our food, and lead us toward food activism. Many people write about food as a hobby or passion, and some turn that into a career. In Food Writing, you'll practice composing in many different food-related genres.

**WRIT 2650 Digital Rhetorics (4 Credits)**

Digital media and online spaces have both introduced and challenged how we write and interact. This course covers contemporary theories and genres of rhetorical practice including network literacies, remix and re-appropriation, theories of social media, sonic, visual, procedural and algorithmic rhetorics. This course emphasizes through theory and practice new rhetorical skills including design thinking, multimedia production, iterative composing, and social media engagement. This course counts toward the Analytical Inquiry: Society and Culture requirement. Prerequisite: WRIT 1122 or permission of instructor.

**WRIT 2681 Reflection & Learning: Making Sense of Your College Experiences (1 Credit)**

Designed for graduating seniors, this course engages reflective practice as a tool for contemplation, growth, and life design. This immersive learning experience provides students space to reflect on their time at the University of Denver, and explore ways to interpret and transfer learning to future experiences and contexts. The one-day short course takes place dually on the DU main campus and the Kennedy Mountain Campus. Course activities are informed by each location, with students invited to practice reflection among the panoramic views and scenic habitats of the mountain campus, and consider critical transitions that occurred during their time in Denver. By exploring reflective theory (in a multitude of disciplines), students will learn ways reflection enhances communication and knowledge transfer in a variety of contexts. Students will read, write, and reflect as part of this course and develop a multi-modal project at its conclusion.

**WRIT 2700 Collect, Select, Reflect: Learning through ePortfolios (2 Credits)**

This course focuses on developing an ePortfolio through an intentional reflective framework, to foster meaningful connections across students' experiences (academic, co-curricular, and community) that help develop critical thinking skills and the ability to be reflective practitioners. It focuses on three portfolio elements: artifacts (things the maker has created, including papers, projects, recordings, presentations); reflection and interpretation (the analysis of artifacts selected, the nature of learning); and design (skillfully and engagingly presenting the portfolio to an audience). Students create an electronic portfolio, learning to use different kinds of platforms and tools. The course presumes no technical knowledge or experience with those tools.

**WRIT 2701 Topics in Applied Writing (4 Credits)**

Individual offerings of this Topics course teach skills and strategies for writing in a specific professional or public context or for improving in a specific type of writing. The focus is on the texts, genres, conventions, habits, and critical questions salient to writers in a given situation. Each offering will focus on a topic not available in existing courses. Benefitting the course, the primary writing focus will be on producing texts for/within the topical focus, with emphasis on drafting, revision, and design. Students will also write responses to and analyses of assigned readings (including the work of other students). Prerequisites: WRIT 1133 or permission of the Executive Director of Writing.

**WRIT 2800 Community Writing (4 Credits)**

Writing plays an integral role in advocacy, civic responsibility, and engagement between and among groups. This course explored the history and theory of community writing, including the rhetorical constraints and opportunities afforded to writing with/for/in communities. The course includes opportunities to practice and analyze different rhetorical situations, such as writing for nonprofits, writing with community partners, grant writing, theories of community-engaged writing, writing for the public good, and community-engaged writing research. The course may count as one of the applied courses in the Minor in Writing Practices. Prerequisite: WRIT 1122 or permission of the Executive Director of Writing.

**WRIT 2900 Life Back from Abroad (1 Credit)**

This course focuses on life back from abroad – generating understanding(s) about integration back into American culture, specifically life at the University of Denver. This will be a pop-up style course which means it will meet for 10 hours, 1 evening a week. The course will have an intentional focus on reflection as a way to foster meaningful connections across cultural learning experiences. The final project's focus on an artifact students "collected" while abroad – a blog they created, a series of images they took, a video they made, etc. – and they will revise it to add to their ePortfolio.

**WRIT 2910 Undergraduate Peer Tutoring in Writing (4 Credits)**

Helping others to write is a collaborative process that can help tutors—as well as writers—to enhance their writing practices and their rhetorical skills and flexibility. This course entails participating in conversations about writing in and beyond the University Writing Center. The complexities of learning how to write motivate entire fields of study, from rhetoric and composition to literacy, genre, and writing center studies. The course features broad reading in these fields to develop a repertoire of lenses and strategies for working with writers in diverse disciplines. It introduces literacy and learning theories; revision strategies; ethical considerations in writing and tutoring; methods of tutoring; tutoring roles and responsibilities; working in genres across academic disciplines; and writing center history. Students regularly observe, analyze, and reflect on tutoring sessions at the University Writing Center and develop their own tutoring practices. Students who successfully complete this course will be invited to apply to work at the University Writing Center. Prerequisite: WRIT 1133 or permission of instructor.

**WRIT 3500 Capstone: Writing Design and Circulation (4 Credits)**

The primary goal of this capstone course for the Minor in Writing Practices is to create and present a professional electronic/web-based portfolio synthesizing university writing experiences. The portfolio showcases and offers reflective insight into a student's writings, demonstrating the writer's ability to navigate diverse rhetorical situations. Students will learn theories and practices for selecting, arranging, and circulating/publishing written work, culminating in a required portfolio that synthesizes their university writing experiences. In addition to practicing principles of editing and design, students will produce a substantive revision of a previous piece of their own writing. The course covers design considerations and strategies and offers studio time for peer and instructor feedback. It culminates with a public showcase. Prerequisites: WRIT 2000 and completion of at least two other courses in the Writing Practices minor.

**WRIT 3600 Black Studies Capstone (4 Credits)**

This capstone course is designed for students completing the Minor in Black Studies at the University of Denver. The primary goal of this course is to create an original capstone project that demonstrates synthesis of their study in the field and deepens their skills in research. Black Studies minors should plan to enroll in BLST 3600 after completing all course work for the minor. As part of this capstone course, each student will complete a capstone project, of their own design, that explores some aspect of Black/African American life, history, culture, or experience. This course encourages creative capstone projects that allow students to present their work in a form other than the standard written thesis model. This course will guide the capstone projects for students conducting intensive research on topics in Black Studies. Drawing from disciplinary and interdisciplinary methodologies, theories, and concepts in the humanities and social sciences, capstone project topics will cover broadly defined themes in Black Studies such as the effects of Atlantic slavery on the United States, the Americas, Africa, and Europe; the Black freedom struggle in the United States; and women, gender, and sexuality in Black America. Through a collaborative learning process, students will define clear project objectives, refine their analytical skills, effectively engage major issues in their research materials, and make critical intellectual interventions. Students will be encouraged to critically explore topics from courses they have taken in Black Studies and related disciplines as topics for their capstone research projects.

**WRIT 3818 Composition Theories and Pedagogies (4 Credits)**

This course focuses on the vast body of theory, research, and practice in the discipline of Composition Studies, primarily focusing on developments since 1963, though with some attention to the field's roots in classical, medieval, and modern rhetoric and in 19th American universities. Course topics include rhetoric and composition, cognitive development and composition, social theories of writing, process theories and research, contemporary threshold concepts in writing, linguistics and writing, digital and multimodal composition, research design, writing across the curriculum, writing pedagogies, assessment, theories of literacy (including race, class, and gender implications), and some relationships between composition and related areas of writing studies. Prerequisite: WRIT 1133.

**WRIT 3991 Independent Study (1-4 Credits)**

Independent Study.

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