Technology 21 is a three course sequence designed to provide students with an awareness of the technological challenges of the twenty-first century and an understanding of the scientific principles upon which the technology is based. The first quarter begins with a review of numeracy, the language of science and technology. The course explores our dependency on energy, the amount we consume is staggering and most scientific findings and principles, economic realities and American policy practices.

Environmental Ethics

Benefit-cost analysis, regulatory policy, incentive-based regulation, clean technology, population growth and consumption, and sustainable development. Restriction: junior standing.

Human Rights

Curriculum Studies & Teaching

CUI 3055

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.

Service Learning Practicum

Arts & Humanities

EDPS 3340

This course provides students with the opportunity to serve in the community and to reflect on their service experiences in a classroom setting through structured and meaningful reflection sessions. Students will examine a variety of topics, including the nature and significance of service-learning, motives for community action as a means for positive social change, and the relationship between service-learning, social justice, and civic responsibility.

Designing Social Good

Arts & Humanities

AH 3580

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.

Introduction to Environmental Chemistry

Chemistry

CHEM 2240

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.

Atmospheric Chemistry

Chemistry

CHEM 3410

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 atmospheric chemistry with focus on ozone chemistry and the chemistry of climate change.

Atmospheric Chemistry

Chemistry

CHEM 3410

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.

Introduction to Environmental Chemistry

Chemistry

CHEM 2240

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 atmospheric chemistry with focus on ozone chemistry and the chemistry of climate change.

Atmospheric Chemistry

Chemistry

CHEM 3410

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.

Introduction to Environmental Chemistry

Chemistry

CHEM 2240

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.

Introduction to Environmental Chemistry

Chemistry

CHEM 2240

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.

Introduction to Environmental Chemistry

Chemistry

CHEM 2240

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.
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.

This course surveys and functionally implements foundational sustainable design strategies as a praxis intersecting the domains of digital media design, dissemination, community organization and networking.

Dimensions of social class and its effect on economic, political and social institutions as well as style of life. Cross listed with SDIC 2420.

This course provides students the opportunity to identify, analyze and critique the culture and social influences on women and their cooking. Students analyze the effects both cooking and culture have in their own lives. Also, student study the methods of food production and sustainable agriculture and the effects on their health.

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.

First class in a three-quarter sequence for non-majors that explores the principles and science of ecology, the nature and consequences of human impacts on the environment, and the role of science in helping to formulate a policy of wise stewardship of the environment on regional and global scales. Examines the principles of ecology through readings, a lecture/discussion format, and field-oriented laboratories for hands on experience with populations, ecological communities and ecosystems. Lab fee associated with this course.

Western cultures are intimately linked to the eastern Mediterranean, where some of the earliest centralized governments arose, agriculture developed, and humans first began living in permanent settlements, so the region has a long history of human-environment interaction. This class focuses on historical, archaeological, and paleoenvironmental records from the region to investigate the impacts of human activities, including deforestation, intensive agriculture, and urban development, on the environment, and the ways in which societies in the region responded to natural environmental perturbations, including drought, earthquakes, and volcanic eruptions.

This course focuses on the identification, analysis and mitigation of landscape-scale environmental issues or concerns, using watersheds as units of study. Emphasis is on field data collection and analysis to answer specific questions or address particular problems.

This course is designed to acquaint students with the global perspective on current problems of environmental protection and resource use. Population growth, food production, industrialization, technology and cultural change are considered, with heavy emphasis on the social dynamics of environmental problems. A variety of political views are studied, and an attempt is made to develop a perspective useful to students in personal and political decisions.

This course examines the processes and drivers of global environmental change and its consequences for humans and the environment. A lab fee is associated with this course.

This course focuses on the identification, analysis and mitigation of landscape-scale environmental issues or concerns, using watersheds as units of study. Emphasis is on field data collection and analysis to answer specific questions or address particular problems.

This course 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.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Department</th>
<th>Course Code</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Ecology of Natural Resources in Guatemala</td>
<td>Geography and the Environment</td>
<td>GEOG 2310</td>
<td>This class, through the lens of political ecology and action-oriented research, introduces students to the extremes of Guatemala and how one of the most unequal societies in the West has evolved over the past 500 years. With a firm understanding of Guatemala's social reality we then conduct initial community-based research with several communities in the highlands and lowland return refugee frontier communities with the goal of identifying the best options for sourcing and then providing potable water and/or other vital resources. The class also introduces students to field methods in cultural geography and then how to apply them in field in international settings.</td>
</tr>
<tr>
<td>Sustainability and Human Society</td>
<td>Geography and the Environment</td>
<td>GEOG 2500</td>
<td>In Title</td>
</tr>
<tr>
<td>Sustainability and Transportation</td>
<td>Geography and the Environment</td>
<td>GEOG 3445</td>
<td>In Title</td>
</tr>
<tr>
<td>Topics in Environmental Science Interactions</td>
<td>Geography and the Environment</td>
<td>ENVI 2950</td>
<td>An in-depth coverage of a specific environmental issue, topic, or problem. Topics vary with instructor.</td>
</tr>
<tr>
<td>Topics in Human-Environment Interactions</td>
<td>Geography and the Environment</td>
<td>GEOG 3750</td>
<td>In Title</td>
</tr>
<tr>
<td>Topics in Human-Environment Interactions</td>
<td>Geography and the Environment</td>
<td>GEOG 3750</td>
<td>This course investigates various aspects of the relationships between human societies and the natural environment.</td>
</tr>
<tr>
<td>Urban Sustainability</td>
<td>Geography and the Environment</td>
<td>GEOG 3425</td>
<td>In Title</td>
</tr>
<tr>
<td>Water Quality of Western Rivers and Streams</td>
<td>Geography and the Environment</td>
<td>ENVI 2801</td>
<td>This course covers the physical, chemical, and biological aspects of water quality of Colorado rivers and streams. Impacts from human activities, including mining and agriculture are evaluated. Significant time is spent assessing the water quality of surface and ground waters by completing a course-long project that evaluates the water quality of three surface rivers/streams near the University of Denver-Sand Creek, Clear Creek, and the headwaters of the Arkansas River. The course is an integrative lab/lecture course with significant time spent in the field collecting data.</td>
</tr>
<tr>
<td>Water Resource Analysis</td>
<td>Geography and the Environment</td>
<td>GEOG 3840</td>
<td>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.</td>
</tr>
<tr>
<td>Water Resources and Sustainability</td>
<td>Geography and the Environment</td>
<td>GEOG 3870</td>
<td>In Title</td>
</tr>
<tr>
<td>Global Ecology of America</td>
<td>History</td>
<td>ASEM 2494</td>
<td>Ecology is the science of interconnections, and &quot;The Global Ecology of America&quot; encourages students to think anew about the ways the United States interconnects with the rest of the world. As the word &quot;ecology&quot; suggests, our primary focus is on environmental interconnection. This class is concerned with both the 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.</td>
</tr>
<tr>
<td>Paved Paradise? Nature and History in Modern America</td>
<td>History</td>
<td>HIST 2720</td>
<td>Oil drilling and outdoor recreation, &quot;medical miracles&quot; 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, observing 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.</td>
</tr>
<tr>
<td>Society, Nature, and Animals</td>
<td>History</td>
<td>ASEM 2605</td>
<td>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 &quot;nature's nation.&quot; 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.</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>International Studies</td>
<td>INTS 3692</td>
<td>Ending conflict is one of the great dreams and great challenges facing the global community today. This course examines approaches to mitigating and ending inter- and intra-state conflict. This course looks at the short and long term diplomatic and military strategies used to end conflict, and then explores the social, economic, and psychological tools available not only to end hostilities, but to build lasting peace. Prerequisites:</td>
</tr>
<tr>
<td>Environment, Security, and Conflict</td>
<td>International Studies</td>
<td>INTS 3520</td>
<td>This class examines the intersection between the environment and security, and the ways in which &quot;green&quot; issues can lead to international conflict, either as underlying causes or as catalysts</td>
</tr>
<tr>
<td>Feeding the World: The Politics and Economics of World Food and Agriculture</td>
<td>International Studies</td>
<td>INTS 3530</td>
<td>In Title</td>
</tr>
<tr>
<td>Global Environment</td>
<td>International Studies</td>
<td>INTS 3630</td>
<td>In Title</td>
</tr>
<tr>
<td>Human Rights in a Globalized World</td>
<td>International Studies</td>
<td>INTS 3952</td>
<td>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.</td>
</tr>
<tr>
<td>Sustainable Development and Tourism</td>
<td>International Studies</td>
<td>INTS 3670</td>
<td>In Title</td>
</tr>
<tr>
<td>Sustainable Energy and Transportation</td>
<td>International Studies</td>
<td>INTS 2270</td>
<td>In Title</td>
</tr>
<tr>
<td>Global Leadership: A Yucatan Experience</td>
<td>Leadership</td>
<td>LDRS 2410</td>
<td>Through a unique partnership with Project C.U.R.E., a non-profit organization dedicated to building sustainable healthcare infrastructure, students hear and see the work of an international non-profit dedicated to building strong healthy communities. In addition, students learn from leaders within the government and business community, examining local and regional issues that challenge and must be understood to create vibrant sustainable communities.</td>
</tr>
<tr>
<td>Leadership and Sustainability in Belize in American Society</td>
<td>Leadership</td>
<td>LDRS 2400</td>
<td>In Title</td>
</tr>
<tr>
<td>Environmental Sustainability: Energy in American Society</td>
<td>Living &amp; Learning Community</td>
<td>EALC 2003</td>
<td>In Title</td>
</tr>
<tr>
<td>Environmental Sustainability: Impact of Development on the Environment</td>
<td>Living &amp; Learning Community</td>
<td>EALC 2002</td>
<td>In Title</td>
</tr>
<tr>
<td>Environmental Sustainability: Local and Regional Environmental Issues</td>
<td>Living &amp; Learning Community</td>
<td>EALC 2001</td>
<td>In Title</td>
</tr>
<tr>
<td>Business Ethics and Social Responsibility</td>
<td>Management</td>
<td>LGST 3100</td>
<td>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. Prerequisites: MGMT 2000 and degree checkpoint 2.</td>
</tr>
<tr>
<td>Environmental Ethics</td>
<td>Philosophy</td>
<td>PHIL 2785</td>
<td>A study of current issues and controversies regarding the natural environment from a variety of philosophical and ethical perspectives, including anthropological, animal rights, &quot;land ethic,&quot; deep ecology, eco-feminism, and postmodern approaches.</td>
</tr>
<tr>
<td>Sustainable Living</td>
<td>Political Science</td>
<td>ASEM 2485</td>
<td>In Title</td>
</tr>
<tr>
<td>Project El Salvador: Transition to Democracy</td>
<td>Service Learning/Abroad</td>
<td>ABRD 3514</td>
<td>Project El Salvador: Transition to Democracy is an international service learning course that offers students an opportunity to gain cultural awareness and knowledge of the rich and polemical history of El Salvador, from pre-Columbian cultures to the 21st century. Prior to departure, students will attend an overnight retreat as well as four or five three-hour courses in order to gain an understanding of the various ways in which politics and economics interact in the region. Students will explore topics such as positive and negative impacts of globalization on a small, developing nation; politics and conflict resolution; challenges faced by citizens of developing countries; and the democratization process. Students will perform at least 60 hours of volunteer service in El Salvador and write a capstone paper upon their return. Service work will provide a unique insight into various aspects of Salvadoran society and an opportunity to witness firsthand how communities are striving to meet immediate needs while constructing long-term sustainable solutions to the problems of poverty, underdevelopment, and the lack of social justice.</td>
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<tr>
<td>Course Title</td>
<td>Department</td>
<td>Course Number</td>
<td>Course Description</td>
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<tr>
<td>Social Justice: Exploring Oppression</td>
<td>Social Justice</td>
<td>SUS 210</td>
<td>This course examines how writers, visual artists and filmmakers have used the arts to explore and advance the cause of social justice. In addition to reading and viewing works of art with a social justice theme, students perform the work of social justice themselves by volunteering with one of the Living and Learning Community’s community partners and then reflecting on that experience by creating verbal and visual art works of their own.</td>
</tr>
<tr>
<td>The Anthropology of Metaphor</td>
<td>Anthropology</td>
<td>ANTH 3505</td>
<td>This course is an introduction to the study of metaphor. The lecture component will focus on the nature and function of metaphor in everyday thought and language, and on the role of metaphor in cultural and cognitive processes. The seminar component will involve the study of metaphor in literature, film, and other cultural contexts.</td>
</tr>
<tr>
<td>Culture and Politics of Central America</td>
<td>Anthropology</td>
<td>ANTH 2491</td>
<td>This course examines the political and social history of Central America, with a focus on the relationship between political institutions and cultural practices. The course will also explore the role of globalization in shaping these relationships.</td>
</tr>
<tr>
<td>Anthropology: Humankind in Context</td>
<td>Anthropology</td>
<td>ANTH 1101</td>
<td>This course is an introduction to the study of human origins and prehistory. It will cover topics such as the evolution of hominids, the development of modern humans, and the spread of humans across the globe.</td>
</tr>
<tr>
<td>Context of Material Culture</td>
<td>Anthropology</td>
<td>ANTH 3890</td>
<td>This course explores the cultural context of material culture, focusing on how material objects are used to express identity, communicate ideas, and serve as a medium for social interaction.</td>
</tr>
<tr>
<td>Dynamics of Cultural Change</td>
<td>Anthropology</td>
<td>ANTH 3650</td>
<td>This course examines the processes of cultural change, focusing on how cultural practices evolve over time in response to social, economic, and environmental forces.</td>
</tr>
<tr>
<td>Feasting, Fasting, and Food: The Anthropology of Food</td>
<td>Anthropology</td>
<td>ANTH 3135</td>
<td>This course explores the role of food and eating in shaping cultural practices, focusing on topics such as food and identity, food and power, and food and culture.</td>
</tr>
<tr>
<td>Gender, Change, and Identity</td>
<td>Anthropology</td>
<td>ANTH 2061</td>
<td>This course examines the ways in which gender identity and expression change over time, focusing on topics such as gender and social status, gender and religion, and gender and political power.</td>
</tr>
<tr>
<td>Guatemala Field School: Women &amp; Development in a Guatemalan Town</td>
<td>Anthropology</td>
<td>ANTH 3250</td>
<td>This course provides an opportunity for students to live and work in a rural Guatemalan community, focusing on issues of gender, development, and social change.</td>
</tr>
<tr>
<td>Human Nature</td>
<td>Anthropology</td>
<td>ANTH 2105</td>
<td>This course explores the biological and cultural basis of human nature, focusing on topics such as human evolution, cognition, and behavior.</td>
</tr>
<tr>
<td>Managing Collections</td>
<td>Anthropology</td>
<td>ANTH 3743</td>
<td>This course examines the processes involved in managing collections, focusing on topics such as collection development, exhibit design, and conservation.</td>
</tr>
<tr>
<td>Natural History</td>
<td>Anthropology</td>
<td>ANTH 2491</td>
<td>This course explores the history of science, focusing on the development of scientific thought and the role of scientific inquiry in shaping our understanding of the natural world.</td>
</tr>
<tr>
<td>Social Change in Latin America</td>
<td>Anthropology</td>
<td>ANTH 2491</td>
<td>This course examines the processes of social change in Latin America, focusing on topics such as political change, economic development, and cultural transformation.</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>Art History</td>
<td>ARTH 3850</td>
<td>This course explores the philosophy of art and aesthetics, focusing on topics such as beauty, art appreciation, and the nature of aesthetic experience.</td>
</tr>
<tr>
<td>Contemporary Art Worlds</td>
<td>Art History</td>
<td>ARTH 1060</td>
<td>This course explores the history of contemporary art, focusing on topics such as postmodern art, globalization, and the role of art in society.</td>
</tr>
<tr>
<td>Spectator to Citizen: Community Organizing</td>
<td>Arts &amp; Humanities</td>
<td>SS 2580</td>
<td>This course focuses on the role of the spectator in contemporary art, examining how the experience of art can be shaped by social and political factors.</td>
</tr>
<tr>
<td>Spectator to Citizen: School-Based Civic Engagement</td>
<td>Arts &amp; Humanities</td>
<td>SS 2582</td>
<td>This course focuses on the role of the spectator in contemporary art, examining how the experience of art can be shaped by social and political factors.</td>
</tr>
</tbody>
</table>
Ecology of alpine and subalpine regions of Colorado; organization and distribution of populations, succession, energy flow, nutrient cycling, population adaptations in life-history physiology, behavior and morphology.

An introduction to the ecology of fresh-water and marine organisms including aquatic adaptations, community organization, food chains, nutrient cycling and man's impact on aquatic ecosystems.

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 reef conservation.

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.

A week in residents on Mt. Evans Field Station; after the start of fall and winter environment, students involve data analysis and interpretation and work on formal scientific communication. Themes include terrestrial and aquatic ecosystems, taxonomic groups ranging from conifer stands to aquatic insects and mountain goats.

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 real-world, and related 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 invasive and learning sampling methods.

This course presents knowledge and discussion of ethical issues that arise from advances in the biomedical sciences and medicine. Several specific ethical issues related to methodologies and procedures, emerging medical technologies, treatment decisions, doctor-patient relationship, informed consent, medical experimentation / clinical research, and health care reform.

Interactions among populations and their environment, impact of human activities on global climate change, nutrient cycling and global change.

The fall quarter of this three-quarter sequence for non-majors examines evolutionary theory, as formulated by Charles Darwin in the 19th century. Two themes are central: the means by which evolution comes about and the significance of evolutionary theory to current topics in fields of human concern.

During the winter quarter, the second class in this three-quarter sequence for non-majors examines evolutionary theory in light of 21st-century knowledge of inheritance, including how traits are transmitted from parents to offspring and the role of DNA in shaping those traits. Other topics include the role of new molecular technologies in shaping the evolutionary future of the human species through cloning and genetic engineering. Goals follow from fall quarter about the nature and applications of science to areas of human concern, including the origin, diagnosis and treatment of human diseases.

Biological composition of tropical ecosystems; biodiversity, biogeochemistry; causes and biological consequences of tropical deforestation; ecologically based approaches toward sustainable tropical forest use.

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 knowledge gained in this class.

Continuation of CMGT 2160. Introduces typical commercial construction systems' structural, environmental, and mechanical and electrical construction systems. The influence of sustainability in construction materials and methods will be introduced for each system presented.

The fall quarter of this three-quarter sequence for non-majors examines evolutionary theory, as formulated by Charles Darwin in the 19th century. Two themes are central: the means by which evolution comes about and the significance of evolutionary theory to current topics in fields of human concern.

First class in a three-quarter sequence that draws from chemistry, biochemistry, materials and the environment. The goal of the course is to provide a vehicle to help the student achieve some degree of scientific literacy. It begins with atoms, chemical bonds, molecules and eventually leads into larger, more biological molecules and polymers. The fall quarter covers topics such as dirt, diamonds and salt using the concepts of how atoms interact as ions, acids and bases, the nature of chemical bonds and the structure of organic molecules. Examples will cover topics as varied as minerals and nutrition, soap, artificial joints, storage batteries, vinegar and buckyballs.

Second class in a three-quarter sequence that draws from chemistry, biochemistry, materials and the environment. The winter quarter covers topics such as fuel combustion, explosives, air, water, sunshine, and scum on the pond sides. Examples include cyanide, lactic acid, sodium bicarbonate and groundwater (the conversion and storage, trans fats), formation and reactions of proteins. In addition the gaseous atmosphere (greenhouse effect), photochemical reactions (air pollution), light absorption and color (dyes) will be discussed. Cannot be taken for credit for chemistry major or minor.

Third class in a three-quarter sequence that draws from chemistry, biochemistry, materials and the environment. The spring quarter deals with the impact of chemicals both within and upon biological systems. The emphasis is on both biological and chemical topics such as hereditary materials (nucleic acids, genetic engineering), natural polymers, drugs (design and benefit; broccoli, morphine) and forensic science.

Sex differences in communication behavior, treatment of women in language, women on public platforms and women's portrayal in media.

In this course the students explore the possibilities of making political performances, or making performances political. We examine and create performances that take place in public by-bands or that use the real-time elements of performance by design. We are interested in the ways of thinking, feeling, performing and understanding the political that is made possible through performance.

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, and construction management techniques in the planning for a residential development. The application of green building materials and methods is emphasized.

Residential Construction Systems

This course explores the possibilities of making political performances, or making performances political. We examine and create performances that take place in public by-bands or that use the real-time elements of performance by design. We are interested in the ways of thinking, feeling, performing and understanding the political that is made possible through performance.

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, and construction management techniques in the planning for a residential development. The application of green building materials and methods is emphasized.
This course introduces prospective K-12 educators to the contemporary social, political, pedagogical and curricular context of schooling. Major areas of analysis and discussion will include: gender, social class, cultural competency, linguistically diverse education, funding, sexual orientation, educational policy, and diversity. The course will attempt a critical, reflective, and balanced view of schooling for the purpose of helping students develop the ability to interpret and respond to the challenges associated with teaching in modern schools. Coursework will be paired with a service-learning field experience in an urban educational setting characterized as linguistically and culturally diverse.

How does a good society address the needs of members that do not or cannot take care of themselves? Does caring have a place in our capitalist economy? Do we organize the provision of care in just way? How do we balance our caregiving responsibilities in our daily lives? Through coursework 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.

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. 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 other energy sources. The energy panel.

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 poetry, classroom practices and management, teacher-writer relations, and all other necessary logistical planning. Placement in public schools is facilitated by Denver SCORES, a dedicated school-based program. 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.

This course examines the concept of the 21st-Century through a transnational feminist analysis of international state politics, corporate globalization, and cultural imperialism, focusing on how these forces have converged to move people, ideas, and ideologies across and between state borders in recent years. Emphasizing the cultural dimensions of imperialism, it explores how new forms of commercial empire and militarily rely upon and influence gendered, sexed, raced, and national identities, differences, and inequalities across the globe, as well as racial, gendered, and sexual modes of conquest and imperialism.

This course provides an introduction to the designed courses. It creates, attended, 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 it 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 provides an introduction to the designed courses. All cultures engage in a complex process of assigning cultural and social values 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 examines contemporary social developments and problems. Gender and women’s studies is about studying, but it is also about meaningful engagement with the world.

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 Movement, 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 “go ahead” have emerged as important tropes in recent, contradictory, and stormy culture. By investigating 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 introduces students to intensive field activities pertinent to the study of Andean indigenous and students. Studies students 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).

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 on plants, marine distributions, biogeographic realms, island biogeography, biodiversity, human impacts on plants and animals, and the origins of agriculture.

Biogeography Geog 3510

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.

Climatology Geog 3610

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 course 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.

Dendroclimatology Geog 3630

Economic elements as spatially arranged, distribution of economic activities on the Earth's surface; market, resource, transport and location factors in location theory.

Economic Geography Geog 2410

Environmental History of Sonora and Baja Mexico

Geography of the Environment ENVY 2660

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.

Environmental History of Sonora and Baja Mexico

Geography and the Environment ENVY 1202

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 cycle, 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.

Environmental Systems: Hydrosystems Geog 1202

Geography and the Environment ENVY 1203

This class is 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.

Environmental Systems: Landforms Geog 1203

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.

Environmental Systems: Weather Geog 1201

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.

Geography of Colorado Geog 3800

Geography and the Environment
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 do humans attempt to preserve natural landscapes?

This course will provide students with a comprehensive idea about India, which is considered as a major emerging power of this century. India is extremely diverse in terms of physical features and cultural practices; it has a very dynamic economic and political system. The long history of the land and its rich cultural heritage has made its lifestyle very different from the people outside the subcontinent. This course deals with all the above issues in brief and helps the students to gain an overall knowledge of the subcontinent. This is a good foundation course for those who participate in the study abroad program in India and also others who are interested in this region of the world.

Our Dynamic Earth I

This course 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 Pilocene and Quaternary volcanism in southern Colorado and New Mexico in addition to Paleoico and Mesozoic geology along the uplands of the Rio Grande Rift.

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.

This course is designed to acquaint students with the spatial distributions of populations and their relationships to environmental pollution sources and health outcomes. It utilizes real-life scenarios using population data from the U.S. census, EPA pollution data and various types of vital statistics data. The goal is to implement novel geographic techniques such as spatial analytical techniques and atmospheric modeling of pollutants to assess possible health risks and impacts. This class requires basic GIS knowledge.

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: GEOG 1020 or Instructor's permission

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 (tornadoes, hurricanes, severe storms) and their societal impacts.

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.

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, tsunami) and their societal impacts.

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 examines the geological occurrences of petroleum including the origin, migration, and accumulation of oil and natural gas. This class differs from traditional petroleum geology classes by offering an examination of the economics and politics underlying the oil and gas industry, and by considering alternatives to traditional hydrocarbon resources.

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.

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Geography and the Environment GEOG 2870

This course will study the physical and human geography of the Middle East. Upon completion of this course, students will be able to think and speak effectively about the Middle East, particularly about relationships between villagers and the state; about environmental problems such as desertification and water shortages; about the civilization of Islam, about culture and the role of all religions; about the reasons for war, the need for peace, and the role of terrorism; about oil and much more importantly, the oil curse, and finally about the role of US foreign policy.

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 do humans attempt to preserve natural landscapes?

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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 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, political 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.

Introduction to the Study of Health Care Management

The course is comparative in nature, discussing the development of the First World in contrast to those development paths now being advocated for and implemented by the Third World. Are developing countries really constrained in the ability to implement the sorts of policy changes in the First World during the late 18th and 19th centuries? What are the differences and similarities between First World development theory and practice? And Third World development of theory and practice? This course examines problems that are shared across countries and that stand alone from problems affecting only one. The course progresses from a global perspective on infectious diseases, from global climate change to preserving the world's commons (oceans, Antarctica), there are many modern issues that require international cooperation and collective solutions. This course investigates contemporary challenges that require global analysis, and analyzes strategies that work to address transnational issues, their importance for global society, and the international "regime" that has developed in recent years to manage them. The course ends with a look at future directions in global governance.

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Comparative Development Strategies

Economy

21st Global Governance

Hotel and Resort Management

This course presents an overview of the management of various lodging properties, specifically focusing on rooms division operations. The perspective taken is strategic perspective, 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.

Hotel and Resort Management

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HRTM 2401

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Politics of Development

International Studies

INTS 2180

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 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 developments 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). Students will identify areas ofaskling. 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.

Population, Politics, and Development

International Studies

INTS 3249

his course examines past and future global population trends, with an eye on the theories, techniques and abuses of limiting population growth beginning with the early 20th Century Eugenics movement and the Birth Control movement, moving on to the post-scarcity population explosion. Through a focusing with current and future trends. Throughout the course, we explore how population growth has been connected to economic development and GNP, and how it has affected, or tried to affect, global demographic patterns. Along the way, we study the Eugenics movement in the U.S. and Nazi Germany, the post-war attempts at birth control as a result of new technologies and some of the more famous studies: post-War sterilization campaigns in Puerto Rico, the birth control movement in China (with population policies and contraceptive practices), and the United Nations’ efforts to control population growth.

Community and Social Wellness

Living & Learning Communities

WELL 2040

This course helps students understand their own personal histories and identities in terms of community and social wellness. Students explore different facets of the community from a development approach to analyze how they critically what defines and shapes social, cultural and political boundaries. There are two research and service learning communities. Each component to the course. The course is focused on informally discussed, working together, sensitivity to others’ perspectives, and creating greater awareness of our power to effect change in our community and ours.

Globalization: A View from Costa Rica

Living & Learning Communities

LLCC 2100

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 utopia to dystopian, from a losing proposition for some to the winning streak for 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 characteristic of individuals, from government to unselfish benevolence, from a merging of cultures to a loss of cultural identity---the list goes on and on. For all practical purposes, globalization can be defined as the intensification of economic, political, legal and cultural interconnectedness across international borders (Paul, Roy, and Mohanadhy, 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 phenomena that differ 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, and guest speeches by government officials.

Philosophy

Journalism

Journalism

Media, Film & Communities

Communities

Communities

Living & Learning Communities

Communities

Living & Learning Communities

ILLC 2100

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.

Justice Across Cultures: Cultural Perspectives on Social Justice

Living & Learning Communities

SUJS 2020

Students learn today's social justice activists use digital media to advance their causes, and collaborate with the Living and Learning Community's community partners to create digital media of their own.

Social Justice and Digital Activism

Living & Learning Communities

SUJS 2030

This course examines how digital media artists have used the arts to explore and advance the cause of social justice. In addition to reading and viewing works of art with a social justice theme, these students perform the work of social justice themselves by volunteering with one of the Living and Learning Community’s community partners and then reflecting on that experience by creating verbal and visual art works of their own.

The International Experience

Living & Learning Communities

LLCC 2007

ILC academic seminars are restricted to International Living and Learning Community students only. 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 courses 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’s ability to analyze and identify the cultural influences that are at work historically and in their personal lives. Course topics change each quarter and vary from year to year. ILC Seminar topics have included international film, intercultural communication, service learning, women of the world, human rights, and global social problems.

Nongovernmental Organizations and Business

Management

MGMT 3730

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, nonprofit actors. NGOs manage 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 being politically engaged. In this course we analyze the political and ethical implications of the role NGOs play within and outside of the developing world. We examine the work of NGOs, their funding, and the impact of their work.

Activist Media: A Historical Overview 1960-Present

Media, Film & Journalism

MFJS 3150

Today’s alternative cultures use internet and mobile technologies to access and circulate mainstream information, but also to rapidly exchange information that exists outside mainstream media channels. Activist media engages representations that disseminate messages, and participate in grassroots political movements. These represent the voices of those who are ignored, discounted or buried in history.

Culture, Gender, and Global Communication

Media, Film & Journalism

MFJS 3652

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 feminist global perspective, this course also focuses on paradigm shifts 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.

Culture, Media, and Power

Media, Film & Journalism

ASEM 2540

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.

Global and Multicultural Campaigns

Media, Film & Journalism

MFJS 3440

This course explores several issues and aspects of global and multicultural campaigns, using a combination of readings, lectures, discussions, and presentations from guest speakers with experience in this rapidly expanding field. Students discuss real-world campaigns and learn about the challenges and necessities of planning, implementing and evaluating global and multicultural campaigns.

Advanced Topics in Philosophy of Law: Rights, Legal Institutions and Justice

Philosophy

PHIL 3716

A critical examination of rights claims and different rights claims conflict with each other? Does a theory or rights help provide a justified theory of criminalization? Are there any rights we have in just virtue of being human? How does the concept of human rights apply to issues such as international law, the right to life and whether human rights require a right to democracy?

Contemporary Continental Philosophy: The Figure of the Migrant

Philosophy

PHIL 3715

The 21st century has been described as the century of "people on the move" by UNHCR High Commissioner Antonio Guterres. Some 11 million people are people refugees worldwide, fleeing political violence and/or persecution at home; while more than 20 million are internally displaced within the borders of their own countries. Accordingly, the figure of the migrant/refugee has emerged as one of the most important, if not the most important, political figures of contemporary continental philosophy. Despite differences in philosophical orientation, thinkers such as Gilles Deleuze, Judith Butler, Jacques Ranciere, Julia Kristeva, Alain Badiou, and Jacques Derrida have all written at length on the centrality of the figure of the migrant for contemporary political thought. Not only does the figure of the migrant define the people of our time, according to many of these authors, it also defines a positive political way forward. This course thus provides not only a survey of the different traditions in contemporary European philosophy over the last twenty years (post-structuralism, deconstruction, neo-classicism, post-Marxism, third-wave feminism) but also offers a thematic look at the political-philosophical figure of the migrant and other related issues to migration (human rights, borders, camps, sovereignty, territory, nationalism, and resistance).

Life and Death

Philosophy

ASEM 2436

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 us? We examine and evaluate others’ responses to such issues. In 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 have.
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 examines classic works in the philosophy of social justice: social contract theories, theories of political obligation, and theories of justice, especially the theory of John Rawls. There is particular focus on civil disobedience, economic justice, equality of opportunity, and community action.

This course is designed to engage the student learner in the theory and practice of adventure education as it applies to leadership development for university students. The course includes three hours of off-trip planning. The expedition portion of the course is eight days with seven days of backpacking in the Rugged Wilderness Area, which spans the White River and Gunnison National Forest. The proposed course is four miles round trip and includes two high altitude mountain passes and an opportunity for a peak attempt on Trelease Mountain. The course area is located between Paonia and Crested Butte, Colorado. The course is designed to provide course participants with the opportunity to improve their leadership skills. This includes group management, lesson planning, outdoor ethics and Leave No Trace philosophy, risk management, facilitation, group processing and transfer of learning.

This course is designed to provide students with tools for critical analysis and a conceptual map to understanding the debate. It includes group management, navigation, lesson planning, outdoor ethics and Leave No Trace philosophy, risk management, facilitation, group processing and transfer of learning.

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<table>
<thead>
<tr>
<th>Course Title</th>
<th>College</th>
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</thead>
<tbody>
<tr>
<td>Food, Power, and Identity in Latin American Cultures</td>
<td>Spanish</td>
<td>SPAN 3680</td>
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<tr>
<td>Latino Presence in the United States</td>
<td>Spanish</td>
<td>SPAN 3010</td>
</tr>
<tr>
<td>Community-Based Field Participation</td>
<td>Women's College</td>
<td>CMRE 2100</td>
</tr>
<tr>
<td>Foundations in Public Policy</td>
<td>Women's College</td>
<td>SOCS 1910</td>
</tr>
<tr>
<td>Gateway to Business</td>
<td>Women's College</td>
<td>BUS 1000</td>
</tr>
<tr>
<td>Introduction to Community-Based Research</td>
<td>Women's College</td>
<td>CMRE 2000</td>
</tr>
<tr>
<td>Political Science: Power and Justice</td>
<td>Women's College</td>
<td>SOCS 1610</td>
</tr>
<tr>
<td>The Collective Voice: Citizen and Civic Engagement</td>
<td>Women's College</td>
<td>LDRS 2541</td>
</tr>
<tr>
<td>The Individual and the Communal</td>
<td>Women's College</td>
<td>ASEM 2588</td>
</tr>
<tr>
<td>Understanding Social Life</td>
<td>Women's College</td>
<td>SOCS 1810</td>
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</tbody>
</table>

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 identities to achieve food sovereignty in an era of globalization and neoliberal politics.

An interdisciplinary survey about Mexican Americans (Chicanos) from 1845 to the present. Lectures, readings and discussions provide an overview of influences that continue to shape the culture, character, history, and literature of Chicano in the United States. A major focus is an exploration of the various ways in which Chicanos have struggled to achieve social change and equality. Culture, ethnicity, language, education, immigration, economics, political action, oppression and discrimination, and current events are also included through readings of representative works including narrative, poetry, theater, and essay.

This is the second course in the Community-Based Research Certificate. This course engages students in active dialogue with several community partners for the purposes of planning a 3-term Community-Based Research project. This is a planning course involving students in developing appropriate mechanisms for working with their community partner; collaboratively identifying concerns or community problems to be addressed; conducting literature reviews; developing core research questions; identifying and studying appropriate research methods and gaining familiarity with IRB procedures and funding proposals. Students work in learning teams (campus/community) on their choice of 2-4 possible projects. In this class, we also use some class time each week to plan (and carry out in part) a "mini Community-Based Research project" that assesses the development of this new subject area and certificate. Some class time is devoted to off-campus site visits and external lecturers help present modules on research methodologies.

This introductory class provides an overview of community-based research (CBR) principles and practices and the unique characteristics of this approach to knowledge creation and social change. Students explore the philosophical underpinnings of CBR as well as practical issues relating to community partnerships, research strategies, ethical concerns, and the use of local knowledge for empowering social change. This exploration of CBR invites students to examine the privileges, potential blinders and insights of their life experiences and social location, and to build on their connections to neighborhood and community. Case studies highlighting issues and promise in the "doing" of CBR also introduce students to international community-based research. We explore these issues through extended weekly class sessions drawing on lecture, class discussion, individual student presentations based on short writing projects, and small group work conducted during class time. To appreciate how CBR is actually done, we reserve time to watch videos produced by CBR community partners, faculty and students, and learn from guest lectures by community researchers and partners as well as faculty and students engaged in CBR.

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Many facets of our society tend to privilege the individual over the communal, yet scholars and others have begun increasingly to raise questions about and challenges regarding the set of assumptions and values beneath this position of privilege. For instance, scholars and practitioners in the area of developmental psychology increasingly turn to relational theories to augment more traditional theories, which tend to emphasize and prescribe the ideal of an independent adult. Many relational theories, however, perpetuate the privileging of the individual—albeit in a more subtle form—by viewing relationships through the lens of the individual. Theories of psychological development that privilege relationships and/or community remain few in number, but they deserve critical consideration if for no other reason than to provide a contrasting view in the dialogues surrounding traditional theories of psychological development. In this course, we consider, compare and contrast Erik Erikson's psychosocial theory (as representative of traditional theories) and the work of Jean Baker Miller (as representative of a theory claiming to privilege relationships and community).

This course provides an overview of the study of social interaction, social order, and social change. Critical attention will be given to addressing various contemporary social issues related to social class, race, and gender and the role of the sociological perspective in the improvement of the human condition.