

## UDCC 4-Credit First-Year Seminars

### Arts and Humanities

#### **Witchcraft, Ritual, and Magic: The Anthropology of Religion**

CRN 3895

Bonnie Adrian

Tuesday/Thursday, 11am-12:50pm

In "Witchcraft, Ritual, and Magic," we will explore the anthropology of religion. Anthropology is the study of humankind in all of its diverse forms. Readings for this seminar attempt to make sense of beliefs and practices that may at first seem quite strange, even bizarre. As we learn about the incredible diversity of beliefs and rituals found around the world, we will simultaneously discover religious diversity in Denver. Over the course of the quarter, students will learn to conduct participant-observation research, writing their own anthropological descriptions of religious life based on "field research" in Denver-area religious organizations and sharing their writings with other members of the seminar for discussion and debate.

#### **"Things That Go Bump in the Night": The Supernatural and the Popular Imagination**

CRN 3896

Kim Axline

Monday/Wednesday 1-2:50pm

This course is designed to introduce first-year students to critical thinking, academic discourse and independent research techniques through the study of several enduring cultural malefactors: witches, ghosts, monsters and vampires. Its placement in the Fall quarter intentionally plays upon the myriad occult traditions and representations drawn from the Celtic new year (Samhain) and capitalized upon in modern-day Halloween celebrations; contemporary novels, media and film; and even urban legends. Covering a broad spectrum of literary, visual, folkloric and cinematic resources, this seminar explores both the variations amongst multiple incarnations of occult icons, as well as their potential significance to the larger cultural consciousness or socio-political milieu of any given time and place. While the majority of materials will be drawn from the English-speaking literary and cinematic canon, attention will be paid to alternate cultures and modes of representation (i.e., Eastern European, Asian, African, Native American) whenever possible, and students will be encouraged to explore alternate cultural constructs of the supernatural in their independent research projects. Through reading, writing, research, presentations, films and live performances, a student in this course can expect to vigorously explore and elucidate an area of personal interest, thereby acquiring the basic tools for continued academic inquiry and discourse at the collegiate level.

#### **"Make Me Laugh!" (To Wit, Theory Practice and Enjoyment of Comedy)**

CRN 3900

Victor Castellani

Monday/Wednesday, 3-4:50pm

This course is an absolute bummer. Every class meeting seems like two days of torture. If this strikes you as serious description, stop here—and choose another section. If, however, you recognize an attempt to amuse, read on. You're a very witty person. If this pleases you, you are merely normal. Among the harshest things we can say to others is that they have no sense of humor. Laughter, whatever its grim biological, psychological, and ultimately evolutionary explanations, is characteristically human; not only do we laugh; we want others to do so, often finding their laughter contagious. We make one another laugh to relieve shared anxiety, to bond groups, to make critical points, and even for artistic aims, from the low of Playboy cartoons to the high of Shakespearian drama. This seminar will laugh a lot together at existing comic material, in classic movies we view, in early-modern and ancient comedies we read, and in contemporary plays we see in live performance. (A local theatre company produces a world-première comedy this fall, and DU's Theatre Department stages a pertinent piece late in the term.) You will also consider theories of humor, both academic and how-to approaches, and will create some hilarity yourselves. That's a requirement.

#### **Controversy in American Culture**

CRN 3905

Stacy Coyle

Tuesday/Thursday, 9-10:50am

This course will examine controversial texts, films and advertising that reflect deep divisions and dramatic shifts in American values and policies at various points over the last century; texts will concern everything from DDT to cheeseburgers and French fries, from gay Indian Americans to sixteen-year-old cross dressers, from Amiri Baraka to Ward Churchill. Students will actively participate not only in discussion of the works themselves, but in the research and analysis of the economic, political, legal and social contexts that underpinned the controversies and in a number of cases, the changes instigated by these controversies.

**For additional UDCC courses not listed in this publication, please refer to the Discoveries' website:**  
[www.du.edu/discoveries](http://www.du.edu/discoveries)

**Imagining Others: Literature and Ethics**

CRN 3906

Clark Davis

Tuesday/Thursday, 11am-12:50pm

How do we imagine others? How do we picture them, sympathize with them, try to see them as they see themselves? These are the basic questions that organize this course. They are ethical questions—questions about how we understand our relationships to other people—but they depend upon an understanding of the imagination, of how we imagine ourselves and our place in the world. Literature can help us get a better sense of how this faculty works, of its possibilities and limits. For example, could you imagine the thoughts of someone you know well? What about a complete stranger, someone from a different background, race, or class than you? How would you do it and what would be the difficulties and benefits of doing this? In an effort to understand how such ethical thinking works, we will read and watch several works that highlight imaginative encounters with others. At the same time students will choose from a variety of creative and analytic writing assignments designed to examine or reproduce the problems and opportunities of thinking about other minds. Readings: Coetzee, *The Life and Times of Michael K.*; *The Selected Stories of Anton Chekhov*; Sebald, *Austerlitz*; Auster, *The Invention of Solitude*; Nafisi, *Reading Lolita in Tehran*; Sontag, *Regarding the Pain of Others*. Films: *Red and Control Room*.

**The Theory and Practice of Social Justice**

CRN 3908

Roscoe Hill

Tuesday/Thursday, 1-2:50pm

This course is designed for students who care about social justice, who wish to make a difference in the world, and who realize that you must study and understand the world before you can change it. The Theory in this class will include readings in Thomas Hobbes, John Locke, Henry Thoreau, John Rawls, etc. The Practice part will examine past and present social justice movements such as civil rights, women's suffrage, the GLBT movement and relevant topics dealing with globalization. Theory and practice will be tied together with visits into the city, speakers from the city, and community service. The idea is to examine historical instances where thoughts, beliefs and convictions have actually been translated into meaningful social change. Students enrolling in this seminar will be housed together in the Social Justice Living and Learning Community (in Johnson-McFarland Residence Hall). Instructor: Dr. Roscoe Hill is a member of the Philosophy Department, the former Dean of Arts, Humanities and Social Sciences, and currently the Director of the Social Justice Community. He will be assisted in this course by Katie Symons, who is the Assistant Director of the Social Justice Community.

**Consciousness and Transcendence Across Cultures**

CRN 3925

Jere Surber

Tuesday/Thursday, 9-10:50am

Do you realize that most people pass through several very different "states of consciousness" every day? Have you ever wondered whether there are other possible states available to us and how they might be reached? These are, in fact, questions that go back to pre-historical times and have been central to most of the world's religious and philosophical traditions. The focus of this seminar will be a comparative look how three major traditions -- European philosophy, Christianity, and Buddhism -- have understood the nature of human consciousness, the possibilities and paths for its "transcendence," and ultimately the end or meaning of human existence. We will particularly highlight the connections among intellectual reason, religious faith, and meditative practice as they function within those three traditions. The course will involve a combination of instructor presentation, class discussion, films, and site visits and will require your written responses to each of the three traditions.

**Fair Play/Foul Play: Reading the Rules in the Literature of the Civil Rights Movements**

CRN 3929

Margaret Whitt

Tuesday/Thursday, 9-10:50am

The struggle for freedom and justice has never been solely a problem of the American South, but clearly this region was a major focal point in the news of the day fifty years ago as black citizens organized and actively demonstrated for basic rights too long denied them by an inherently racist white Southern tradition. While newspapers of the day carried banner headlines about the activities of the civil rights movement and television news cameras, still in their youthful days, exposed injustices to the region and beyond, contemporary southern writers are only recently beginning to introduce a new generation to a turbulent historical period through creative literary responses. This seminar will read history through a literary lens. We will view the years of the 1960s through the eyes of black and white boys and girls, men and women. We will come to understand why whites were slow to move and why blacks could no longer wait. The texts of this class will help us to revisit injustice in such a way as to invoke outrage and, as T.S. Eliot reminds us, to know it again for the first time. Historical documents, documentary videos, and films will be used to supplement the creative texts.

### **Nazi-Germany: History, Literature, Culture**

CRN 3930

Wilfried Wilms

Tuesday/Thursday, 1-2:50pm

'Nazi-Germany' – we all have some idea about this dark yet fascinating chapter in Germany's history. Going through school, most of you have seen many images of Hitler, of concentration camps, or photographs of piles of corpses being pushed into mass graves by bulldozers. Probably all of us have seen *Schindler's List* or *Band of Brothers*. "Nazi-Germany: History, Literature, Culture" challenges you to come to a more profound understanding of the Nazi phenomenon. How could it fascinate the minds of millions? The seminar explores Germany's Nazi-era from two methodologically different yet intertwined perspectives. The 'History' component of this course will survey the history of National Socialism, beginning in the last days of the German Empire and World War I, continuing through the Weimar Republic and Third Reich, into the post-World War II era. The 'Literature & Culture' component introduces you to a series of problems pertaining, broadly speaking, to the interplay of arts and politics surrounding an incipient Nazi-Germany. Between 1933-45 there are endless cultural manifestations (such as literature, film, architecture, music, painting, photography, etc.) that comment, both approvingly and critically, on the idea of a National Socialist Germany, allegedly redeeming the failures of WWI. We will understand how the Nazis attempted to restore a uniquely German sense of national identity. We will focus on themes like 'redemption,' 'temptation,' 'national community,' 'conflict,' and 'memory' while analyzing both texts and visuals.

## **Daniels College of Business**

### **Ethics and the Constitution**

CRN 3902

Corey Ciocchetti

Tuesday/Thursday, 3-4:50pm

Ethics and the Constitution is a first-year undergraduate seminar course designed to study the intriguing interaction between constitutional law, current affairs and the ethical environment within which today's students live and learn. This seminar will look at topics ranging from affirmative action and domestic partnership to free speech and presidential elections/nominations. This study will also allow students to focus on the major ethical frameworks of Mill, Kant and Aristotle and the correlation between such frameworks and constitutional law. Student-to-student and student-to-faculty discussions will be integrated with a rich survey of the current literature to bring these important constitutional issues to life. This is a unique chance for students to delve into today's hot topics and thoroughly understand the current issues facing the society in which they live. This course is designed so that students leave with a greater understanding of the issues that their generation will help resolve.

## **Engineering and Computer Science**

### **Game Studies and Programming**

CRN 3914

Scott Leutenegger

Monday/Wednesday, 3-4:50pm

Computer/video game interest has risen to unprecedented levels as evidenced by over seven billion dollars in 2003 game sales. The game field spans a wide spectrum of areas including art, design, programming, and critical study of the societal impact of games. In this seminar we will gain insight into the game creation process as well as study the societal impact of games. Class time will be divided among technical lectures, hands on lab/programming time, and assigned reading discussions. To understand the game creation process students will work in teams to create 2-dimensional games using Macromedia Flash and Action-Script. No prior programming experience is assumed, but students should only take this class if they are willing to put in the necessary time and effort to learn how to program in addition to reading and analysis of papers about games. The best indicator of success at programming is how comfortable students are with mathematics. If a student has found high school math difficult, they will probably find this class difficult. The class will require completion of about 14 programming labs, reading 10 papers and participation in paper discussion, team development of two games, writing a design document, writing of two papers, and taking two exams.

## Natural Science and Mathematics

### **Biology: Looking Inward and Outward**

CRN 3897

Dennis Barrett

Monday/Wednesday, 6-7:50pm

This seminar targets honors students and aims at biology in a broad context. It will 1) look inward at how scientists actually work, emphasizing process over product; and 2) look outward at how biology and the other sciences relate to other academic disciplines, and to the culture that has spawned them. Members of the course will read articles and selections from books, report on them, discuss them in class, and/or write analytically and critically about them. Other activities will be interspersed: joint projects, internet assignments, attending departmental seminars, as well as play readings, theatre attendance, museum visits, etc. In the first half of the course (Looking Inward) historic cases will highlight the often-circuitous, adventuresome, and controversial ways in which discoveries are made and interpretations established (in contrast to simplistic versions of "the scientific method.") In the second half (Looking Outward) we'll compare science as a 'way of knowing' with other 'ways of knowing.' Operationally, we'll attack the difference through styles of expression, exploring the varying writing styles, for instance, in science vs. poetry vs. argumentation. The term will finish with considerations of biology in its cultural context, and with issues at the interfaces of biological science with religion and politics.

### **Nobel Discoveries in Biochemistry and Medicine:**

#### **Dynamite to Viagra®**

CRN 3899

Lawrence J. Berliner

Monday/Wednesday, 1-2:50pm

How does science work; how does it relate to business and society? Students from the arts, business and humanities with any interest in science will find this course challenging and exciting. High school chemistry, physics or biology is sufficient background. We will examine the thread between the discoveries of some controversial Nobel Prize laureates, explore what connects them, and how that might enable the next discovery. Some of the figures may be George Beadle, Francis Crick, Fredrick Sanger, James Watson, Kerry Mullis and, the businessman and scientist, Alfred Nobel. The goal of this course is to understand the function of the scientific community and to demonstrate the connectivity of subsequent discoveries in biochemistry and the medical sciences. We will also cover salient examples in chemistry, physics, astronomy and engineering. We will discuss those most influential discoveries in the broader area of science and see how the 'scientific system' evolved from the Royal Society through the National Academies of Science, the National Institutes of Health, and European counterparts. Instead of reviewing major breakthroughs in the life sciences, we look at how and why these discoveries will affect the future careers of the students of today.

### **Dinosaurs, Dodos and Darwin: Communication in Natural History**

CRN 3901

David Christophel

Tuesday/Thursday, 3-4:50pm

WARNING: This course is not designed exclusively for biologists! Anyone with an interest in and a curiosity about Nature will at some time engage in communication about the natural world. This course is designed to help those people understand the communications of professional naturalists and to present oral and written communications of their own which accurately and interestingly portray their thoughts. In high school many of us learned about the scientific method and about testing hypotheses with carefully designed experiments. IT IS VERY DIFFICULT (IMPOSSIBLE!) TO UNDERSTAND THE BIOLOGY AND BEHAVIOR OF DINOSAURS AND DODOS BY EXPERIMENTING ON THEM! Hypotheses about extinct organisms and Nature in general are often best tested by careful observations rather than experiments. We will begin the course by studying some of the work of perhaps the greatest of all naturalists, Charles Darwin. As the quarter progresses we will consider more modern interpreters of natural history such as Stephen J. Gould and even writers of future science such as Isaac Asimov. Our approach will include class discussions, oral presentations, paragraph and short essay writing, and making personal observations about rare creatures (a visit to the Zoo!) with the aim of communicating those observations to the rest of the class. *This is a residential seminar; students who enroll in this seminar will be housed on the same residence hall floor.*

### **From Bench to Bedside**

CRN 3904

Christina Coughlin

Tuesday/Thursday, 1-2:50pm

This seminar has two main aims (i) to discuss and understand what a drug is, how drugs work and for what diseases we have beneficial drug therapy (ii) to provide students with critical thinking skills and the ability to reason. The class will be taught using cooperative learning techniques, which follow an interactive rather than lecture style. In addition, students will learn how to make and present a scientific poster and a 40 minute PowerPoint presentation on a disease of their choosing. The class will use the Medical model approach to Pharmacology and drug development. This model is structured as follows:- Understanding how the body normally carries out a particular function - Understanding what has gone wrong in the body to cause disease - Reasoning what can we give the patient to correct what has gone wrong - Deciding how effective is the therapy - Deciding what are the side effects of the drug - Deciding how the drug therapy can be improved to reduce the side effects and improve the therapeutic outcome In summary, this course aims to provide the transferable skills discussed above and to inspire a passion for Pharmacology.

### **Biological Sciences: Great Discoveries in the Life Sciences**

CRN 3907

Robert M. Dores

Tuesday/Thursday, 3-4:50pm

In this seminar we will discuss some of the most influential discoveries in cell biology and developmental biology that have transformed these disciplines over the past fifty years. This course will use the book, *A Century of Nature: Twenty-one Discoveries that Changed Science and the World*, to provide seven essays on major breakthroughs in the life sciences. For each topic, the hypothesis or hypotheses that were tested will be explained, and the experiments used to test these hypotheses will be critically evaluated. For this seminar, there will be weekly reading assignments, four short (2 page) essay exercises, and a final term paper (minimum of 10 pages). In addition students, in groups of 3 or 4, will give a class presentation on one of the essays. The list of topics will include, but is not limited to: DNA – the Blueprint for Life Forms; Proteins – Significance of Shape; The Intriguing World of Viruses; What is an Excitable Cell?; Animal Diversity and Body Plans; Causes of Cancer; Molecular Biology Revolution; and the Ethics of Cloning and Genetic Engineering.

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### **Controversial Environmental Issues**

CRN 3910

Michael Keables

Tuesday/Thursday, 10-11:50am

This seminar will provide students with an opportunity to experience different viewpoints surrounding controversial issues concerning the environment. Using case studies, students will gain different perspectives on the issues through library and internet research projects, class discussions, and will gain a deeper understanding of one side of an issue through role playing. The environmental issues to be covered are selected in response to the level of controversy surrounding them in order to introduce students to thinking critically about the different aspects of a particular issue with which they may be less familiar. Issues to be analyzed include: genetic engineering of food products, timber production and species endangerment, petroleum resource extraction in wilderness areas, and the role of commercial fishing in the depletion of global fisheries. Additional issues will be addressed as time permits. Students enrolling in this seminar will be housed together in the Environmental Awareness Living and Learning Community.

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### **Global Warming: Will Climate Make History Again?**

CRN 3911

Michael Kerwin

Monday/Wednesday, 1-2:50pm

As we embark on the 21st century, numerous environmental issues associated with the growth of our industrial society have risen to the forefront of the public's attention. Atmospheric CO<sub>2</sub> levels continue to increase and have recently reached the highest values ever recorded in human history. The instrumental climate and paleoclimate records suggest that global warming is already underway and has contributed to recent record high temperatures in some regions. Computer models predict that continued increases in CO<sub>2</sub> and other atmospheric greenhouse gasses (i.e., CH<sub>4</sub> and N<sub>2</sub>O) over the next century will lead to a higher frequency of extreme climatic events. Such measurements and predictions have focused a great deal of scientific and societal attention on the possible ramifications of human-induced climate change. Possible threats to agricultural productivity, coastal development, and public health may accompany severe droughts, sea level rises, and more frequent and powerful storms. In this seminar, students will investigate the global climate system both today and in the geologic past. Students will be asked to consider how humans have contributed to global warming, how certain regions could be impacted over the course of their lifetime, and what steps might be taken to counter the ever-growing discharge of greenhouse gasses from our largely industrial society.

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### **Making Sense of the Senses**

CRN 3912

John Kinnamon

Monday/Wednesday, 1-2:50pm

We are continuously being subjected to a barrage of sensory stimuli, including visual, auditory, tactile, olfactory and gustatory stimuli. In addition, we receive sensory input that monitors the internal status of our own bodies, such as what our limbs and internal organs are doing. Based on this complex combination of sensory input, we, as animals, make decisions and produce behaviors that maximize our chances for survival. But, are my perceptions the same as yours? What influences how we process sensory input? In this seminar we will explore the senses, how they work, how our perceptions differ, and what happens when our sensory organs malfunction. The goal of this course is to learn just how we perceive the world. The class will include discussions, readings, oral presentations, critical reviews and visits to research facilities.

**Hollywood Science: Fact or Fiction**

CRN 3915

Keith Miller

Monday/Wednesday, 1-2:50pm

The television series "CSI," the movie "The Day After Tomorrow," and the recent novel *State of Fear* all rely on science to support the story line. This portrayal of science in modern cinema, television, and literature impacts the way many individuals view science and its relationship to society. However, producers and/or authors invoke their "literary or artistic license," skewing the "real" science from which the center themes of these genres are based. Unfortunately, this leaves many with an incorrect perception of the actual science. In this seminar, students will first explore the chemical principles behind modern forensics and the chemical basis of global warming. The students will then view and critique the science depicted in various film, television, and literary pieces. As part of the seminar, student will visit the EPA's National Enforcement Laboratory and possibly the USGS Ice Core Laboratory. While not required, some understanding of basic chemistry is suggested. Students with a background in chemistry from high school or those intending to enroll in chemistry concurrently with this seminar will have the suggested background for the seminar.

**Symmetry, Groups and Cryptography**

CRN 3916

Nicholas Ormes

Monday/Tuesday/Wednesday/Thursday, 12-12:50pm

Patterns that exhibit symmetry are everywhere, from the brick sidewalks of the DU campus, to the art of M. C. Escher, to the arrangement of molecules in a crystal. This seminar will be an introduction to symmetry from a mathematical point of view. As we develop the subject, we will give a precise definition to symmetry, examine the symmetry types of various patterns, and provide rules about the types of symmetry that can appear in various kinds of designs. We will also use the idea of combining symmetries to motivate a discussion of abstract groups. Some ideas of group theory will be applied cryptography and the construction of "unbreakable codes." Beyond learning the above subject matter, an important goal of the course is to expose students to discovery and invention in a mathematical context. For the majority of the class, students will not be learning formulas or procedures to follow. Rather, the class will develop their own mathematical ideas through a series of investigations set up by the instructor. Students will use the software package Geometer's Sketchpad in their work. This software will allow students to experiment, make conjectures, and verify claims. Classes will be conducted in a seminar style. Each meeting will be a mixture of discussion led by the instructor and led by students. The prerequisites for this course are a high school level geometry class and even more important, a strong interest in mathematics and/or logical thinking.

**Genes and Fossils: Evidence for Evolution?**

CRN 3918

James Platt

Monday/Wednesday, 3-4:50pm

Biologists are in agreement that evolution is the single integrative theory that ties all of biology together. The thematic focus of the course will examine the new ways in which scientists are using evidence from diverse sources to reconstruct a picture of the evolutionary history of life on our planet. In particular, the course will examine how very different types of evidence from the fields of paleontology and molecular genetics are being used to construct a "new evolutionary synthesis." In the process, the course will examine the nature of the scientific process and the characteristics that distinguish it from other ways of knowing. Students will evaluate the differences among facts, hypotheses, and theories in the context of science. The sources and extent of the uncertainties of scientific knowledge will be considered. The concepts of level and burden of proof as they apply to the interpretation of scientific evidence will be introduced. These issues will be treated in a manner that sensitively addresses some of the apparent conflicts between science and other belief systems (e.g., creationism). The "self-correcting" conception of scientific methodologies that is commonly held will be considered in contrast to the manner in which the expectations of scientists often influence scientific interpretations of evidence.

**The Fit of our Genes: The Past and the Future of the Human Genome**

CRN 3919

Tom Quinn

Tuesday/Thursday, 1-2:50pm

When Franklin, Watson and Crick deciphered the structure of DNA fifty short years ago, they could not have foreseen the profound technical and conceptual advances in our ability to study and even manipulate the human genome. Now, with the completion of the sequencing of the entire human genome, we are gaining new insights into our own evolutionary past. We have concurrently developed new methods that, for better or worse, allow our species to alter the evolutionary future of our own and other species. This course is designed to explore the impact that our genome has on the character of our own species, and the possible impacts that our own species will have on others as we enter into an era where genetic manipulation will become a major scientific and ethical challenge.

### **Being a Scientific American: Looking Closely at Societal Issues Created by Scientific Discovery**

CRN 3923

Judith Snyder

Monday/Wednesday, 1-2:50pm

In this course we will examine how and why great discoveries are made in biology and what the consequences are of these discoveries for humankind. We will begin with a treatise on the structure of scientific revolutions. Many important discoveries are made serendipitously; while others are made by scientists who are new to the field and thus can create new paradigms in scientific thought. We will then examine how DNA and molecular biology have transformed our lives. Using readings from *The Double Helix* we will see the personal account of how Watson and Crick discovered the structure of DNA. From there we will take more of a societal approach to many of the great molecular biology advances in the last 10 years. Topics will include examination of cloning and its impact on agriculture, the use of genetically modified organisms, particularly in foods, and lastly we will examine stem cell research, the biology of this technique and how it relates to the future of regenerative medicine.

### **Ecological Economics**

CRN 3926

Paul Sutton

Tuesday/Thursday, 12-1:50pm

Ecological Economics is an emerging discipline that reintegrates the natural and social sciences toward the goal of developing a unified understanding of natural and human-dominated ecosystems and designing a sustainable and desirable future for humans on a materially finite planet. This seminar provides an overview of the seminal works of this discipline and explores the key concepts of Equity, Efficiency, and Sustainability. Ecological Economics is a broad multi-disciplinary field that draws on the works of Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, Sadi Carnot and others. Broad multi-disciplinary perspectives have become increasingly rare in our rapidly evolving and highly specialized world. Lower division classes at the undergraduate level are one of the last best opportunities to provide students with a holistic and integrated perspective of complex multi-dimensional problems. In addition, this course exposes students to several classic works such as Darwin's *Origin of the Species*, Malthus' *Essay on the Principle of Population*, and Smith's *The Wealth of Nations*. Too many students are graduating from U.S. colleges without having ever read classics such as Shakespeare, Darwin, Confucius, Plato, Newton, and Chaucer. Many of the seminal works covered in this seminar are such classics.

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### **Population and Environment**

CRN 3927

Matthew Taylor

Tuesday/Thursday, 2-3:50pm

This course offers a multidisciplinary view of the complex and contentious relationships between population, environment change, and economic development. Two hundred years after Thomas Malthus wrote his famous treatise on population, the debates continue. Does population growth spell environmental disaster? Should we control population growth? What are the implications of population growth for economic growth (poverty/affluence), well-being, and social justice? Critical global issues such as climate change, family planning policies, international migration, and food security are all implicated in these persistent and often explosive debates. During the seminar, we will examine different approaches to understanding interactions among population growth, environmental quality, and economic development, with attention to case studies and policy questions from around the world. Specific issues to be covered include the evolving demographic transition in different regions of the world, poverty and resource degradation, gender equality and development, national immigration policies, agricultural development and food production, conflicts over water resources, and the role of technological change, property rights and social institutions. Students enrolling in this seminar will be housed together in the Environmental Awareness Living and Learning Community.

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### **Game Theory and Strategy**

CRN 3928

Petr Vojtechovsky

Monday/Tuesday/Wednesday/Thursday, 4-4:50pm

Game theory emerged in the middle of the last century and has since profoundly influenced all subjects where conflict and cooperation arise. It is based on elementary principles that can be understood with high school mathematics, yet it quickly leads to surprising and deep results. We will show, for instance, that any zero-sum game where a draw cannot occur has a winning strategy. Several applications of game theory in economics, behavior sciences, politics and philosophy will be discussed. We will design, play and analyze simple games by applying the principles of game theory. Students will be expected to complete weekly homework assignments, present material in class, and submit a written report about an application of game theory. Lectures will be informal but rigorous. This seminar is recommended to all students with interest in mathematics and related fields.

## **Social Sciences**

### **Taking a Stand on Controversial Issues About Children**

CRN 3898

Janette B. Benson

Monday/Wednesday, 1-2:50pm

What stand would you take on issues that affect the lives of American children and their families? Should public education be reformed? When should child custody be revoked from biological parents? Should children's television, video games, and movies be regulated? Whether you are a parent, an educator, a psychologist, or a voting citizen, do you know how to analyze complex issues to make decisions that best promote children's healthy development? We will explore a wide range of controversial children's issues from differing perspectives and evidence generated by the field of developmental psychology. We will begin with a quick review of how to avoid common pitfalls in reasoning about complex issues and how the legislative process works, including when and how to participate as an advocate. Students will also learn how to use Internet resources to research children's issues. These skills will then be applied to in-class discussions, debates, and each student's creation of a web page to examine opposing views on a controversial children's issue of your own choice, which might include, but would not be limited to: youth crime, child care, adoption, sex education, effects of poverty, brain development and early education, or bilingual education.

### **American Youth Violence**

CRN 3903

Paul Colomy

Monday/Wednesday, 3-4:50pm

This course examines youth violence in the contemporary United States. We will focus, first, on the patterns and perceptions of youth violence. Second, we will study the causes of serious juvenile crime, exploring how such factors as gangs, guns, drug markets, gender, race/ethnicity, social class, subcultures, developmental/life course processes, and the justice system affect youth violence. Third, we will examine societal responses to youth violence and, in this context, consider the justice system's increased reliance on waiving serious juvenile offenders to adult (criminal) courts and sentencing the juveniles convicted there to adult (or adult-like) prisons. Prevention programs aimed at reducing serious youth violence as well as the treatment regimens available to young offenders held in reform schools and prisons will also be discussed. The course will be a discussion-based seminar, with students expected to contribute to the dialogue. Students will also be expected to keep current with the assigned readings, complete weekly writing assignments, and conduct a research project.

### **The Nitty-Gritty of Production Activities**

CRN 3909

Peter Ho

Tuesday/Thursday, 9-10:50am

This seminar challenges students to analyze production activities, that is, how different things – consumption goods, machines and production inputs – are made or produced in an economy. By watching videos and through two mandatory fieldtrips, they make critical observations of the nitty-gritty of certain production activities. By design, the activities chosen for observation will pertain to different economic sectors broadly defined, e.g., agriculture, mining, utilities and/or transportation, and manufacturing. Reading assignments will help to sharpen the students' observation skills and are to be completed before students come to each session so that a significant portion of class time can be devoted to discussions where the instructor serves as the facilitator. In the several essay assignments during the first eight weeks of the academic quarter, students will narrate these activities and connect them in economically meaningful ways. The observation and narration begin at the level of individual firms and economic sectors, and escalate to the global economy. In addition, each student will write and present a term paper, where the presentation takes place during the last week of the quarter. Students who enroll must be prepared to set aside two Fridays during the quarter for the field trips.

### **Contemporary Issues in American Foreign Policy**

CRN 3913

Tom Knecht

Tuesday/Thursday, 3-4:50pm

The past fifteen years have marked what is perhaps the greatest period of transition in the history of U.S. foreign policy. The end of the cold war has created opportunities to expand American influence abroad, but it has also brought about new threats and challenges. Since the demise of the Soviet Union, rivals to American hegemony have emerged in Europe (the countries of the EU) and in Asia (first Japan, now China). Perhaps more importantly, U.S. foreign policy has been forced to confront several transnational threats to security (e.g., terrorism, drug trafficking, and global environmental problems). How has the U.S. responded to this changing international environment? What beliefs guide current policy? Is U.S. policy in need of alteration, or should we stay the course? Throughout the term, we will examine a number of contemporary issues in American foreign policy. This course will provide students with a better understanding of current policy and will encourage them to think critically about America's role in the world. A central feature of this class will be on-line simulations that will give them the opportunity to formulate their own policy and see how well it works.

**Criminal Violence**

CRN 3917

Scott Phillips

Tuesday/Thursday, 1-2:50pm

Criminal violence can be divided into two elementary forms: moralistic and predatory. Moralistic violence is rooted in conflict. Predatory violence is rooted in exploitation. This course examines whether the following violent crimes tend to fall into the moralistic or predatory sphere: honor killings, gang violence, domestic violence, terrorism, hate crime, robbery, and rape. The course then examines the empirical patterns surrounding each violent crime, the causal relationships that produce each violent crime, and the consequences of victimization.

**Gender and Popular Culture**

CRN 3920

Jennifer Reich

Monday/Wednesday, 1-2:50pm

Gender and media permeate almost every aspect of our lives. The intersections of the two shape our social worlds. We encounter popular culture—television, movies, music, newspapers, magazines, radio, print advertisements, fashion, novels, the internet, video games—on a daily basis. Rather than simply providing entertainment, these media affect how we understand who we are, what we may become, and how we should view others. This course will teach students to critically analyze how gender—as it intersects with race, class, sexuality, ethnicity, and age—is represented in popular media in the U.S. Together, we will use these new skills to examine our collective cultural assumptions of individuals, groups, and ourselves, with an eye on how they determine allocation of power and resource.

**The Wal-Mart Phenomenon**

CRN 3921

Nancy Reichman

Monday/Wednesday, 11am-12:50pm

This course will examine the Wal-Mart “phenomenon,” its social context, internal structure, and cultural/economic impact, both in the United States and abroad. At the dawn of the 21st century Wal-Mart has emerged as a world-transforming institution, setting the pattern for a highly integrated, transnational system of production, distribution, and employment. According to the *LA Times*, “Wal-Mart’s decisions influence wages and working conditions across a wide swath of the world economy, from the shopping centers of Las Vegas to the factories of Honduras and South Asia. Its business is so vital to developing countries that some send emissaries to the corporate headquarters in Bentonville, Ark., almost as if Wal-Mart were a sovereign nation.” The successes of Wal-Mart have come at a price, according to some who ask what low-cost goods and trend-setting retail strategies mean in light of the pressing issues of the global environment, global human rights and the global labor force. This class takes on these very issues.

**Understanding Media**

CRN 3922

Jeff Rutenbeck

Tuesday/Thursday, 1-2:50pm

How do the media we use shape how we think, what we think with, and the ways in which we organize our societies? From early writing systems to the printing press, from radio to the Internet, from photography to high-definition television, this course takes a conceptual/historical approach to the basic question: How do media both reflect and shape social life and contemporary concerns? Using the seminal work of Marshall McLuhan, we’ll explore concepts and theories that help us better appreciate our mediated past, help us better understand our mediated present, and help us better predict our mediated future.

**Media Ownership: Issues and Impacts**

CRN 3931

Michael O. Wirth

Monday/Wednesday, 9-10:50am

The purpose of this seminar is to provide students with an understanding and critical view of the complex issues related to public policy and media ownership. In particular, the seminar will provide students with a forum in which to explore and discuss a variety of issues related to media industry consolidation, including the impact of media consolidation on: how media are regulated (i.e., market-based vs. public interest-based regulation), the marketplace of ideas/the ability to maintain a pluralistic society, domestic media market business competition and economic efficiency, international competitiveness, technological innovation, and the equitable distribution of media products among the populace in light of the rise of pay media and the decline of free media. The driving forces behind the dramatic changes which have occurred will also be discussed. Students will be required to be intellectually involved and engaged throughout the seminar by: preparing discussion questions for each class, actively participating in class discussions, taking responsibility for leading class discussions, keeping a reflective journal, proposing and writing a research paper, and presenting their research papers to the class.

**For additional UDCC courses, please refer to the Discoveries' website: [www.du.edu/discoveries](http://www.du.edu/discoveries)**

**Please refer to the Frequently Asked Questions document included with this information if you have questions about registering for these courses or call the following offices:**

**Orientation**

303.871.3860

**Academic Advising**

303.871.2455