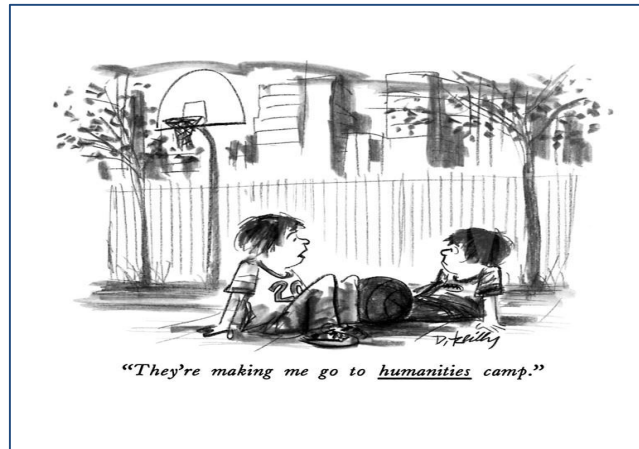


CU-DENVER
Foundations and Theories of Interdisciplinary Humanities
Fall 2017
HUMN 5025/SSCI 5050
Dr. Margaret L. Woodhull



Meeting Time: Wednesday, 5:30-8:20 p.m. Room: CU-Denver, Student Commons Building, MHMSS Conference Room: #3208 Websites: CU-Denver, Canvas (https://ucdenver.instructure.com/login)	Office: CU-Denver, Student Commons Building, #3301 Office Hours: Mon./Wed. 2:30-4:00 pm; and by appt. Contact Information: Margaret.woodhull@ucdenver.edu Ph.: 303-315-3568
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I. COURSE INTRODUCTION:

COURSE DESCRIPTION AND OBJECTIVES: Foundations and Theories of Interdisciplinary Humanities is the first of the Master of Humanities core courses. It provides graduate students grounding in important research practices that will become tools for successive studies. Students read and discuss a range of literary, philosophical, sociological, psychological, historical, and visual texts with an eye to understanding these within the discourses and practices of interdisciplinary thinking. Participating CU-Denver faculty from a range of disciplines may guest lecture during the semester, while the presiding professor weaves a cohesive thread through the interdisciplinary ideas of the course. Course materials and lectures are loosely chronological and take as their focus of analysis written and visual texts. The course challenges students with both reading and writing-intensive assignments.

As the core critical thinking course for the Master of Humanities degree, Foundations and Theories of Interdisciplinary Humanities introduces students to significant analytic and research models and concepts that are important theoretical tools for critically engaging with ideas and scholarship they will encounter in later course work and research. Upon completion, students will have read and understood a diverse body of theories for approaching a wide range of disciplines to conceive interdisciplinary modes of analysis. At the conclusion of the course, students must demonstrate a grasp of fundamental concepts and scholarly thinking presented in the readings and discussed in class. They must exhibit an ability to interpret data (both written and visual) meaningfully and independently in class discussion and written work. Finally, they must demonstrate their competencies with a final paper and presentation that reveal their ability to research, write, and convey knowledge at the graduate level.

REQUIRED TEXTS: Available at Auraria Bookstore:

- Freud, Sigmund. *Civilization and its Discontents*. Ed. Strachey, W. W. Norton, 1961.
- Jenkins, Keith. *Rethinking History*. New York, NY: Routledge, 2003.
- Davies, Tony. *Humanism*. 2nd ed., Routledge, 2008.

- Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th rev. edition, Chicago, IL: Univ. of Chicago Press, 2007.
- All other readings are available on our Canvas course page at <https://ucdenver.instructure.com/login>.

RECOMMENDED TEXTS:

- Graff, Gerald et al, *"They Say / I Say": The Moves That Matter in Academic Writing*. 2nd edition. W.W. Norton, 2011.

NOTE: Readings are due for the class day on which they are listed in the course schedule.

USEFUL WEB SITES:

- UCD Writing Center:
<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>
- Online writing handbook at the University of Wisconsin, Madison:
<http://www.writing.wisc.edu/Handbook/index.html>
- Chicago Manual of Style 16th ed. Via Purdue University Writing Lab:
<https://owl.english.purdue.edu/owl/resource/717/01/>
- Purdue University Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/>

II. COURSE PROCEDURES:

ATTENDANCE AND PARTICIPATION: Because this is a graduate seminar, discussion of assigned readings and topics is key to a full and enriching experience for all participants. Additionally, we will regularly work together on project ideas, so please read carefully and thoughtfully all assigned texts and be prepared to discuss these and your peers' ideas in class. Non-participation in class can impair your final grade.

Because this is a graduate course, attendance is required. Please be prompt. Avoid arriving late unless you have otherwise notified me of unusual circumstances. Unexcused absences--e.g., non-medical or non-emergency--can incur a letter-grade drop in your final average. What constitutes a valid emergency is at the discretion of the instructor. Students who miss one or more classes should consider withdrawing from the course. It is the responsibility of the student to withdraw according to university rules. Please read all materials, and complete all assignments each week in order to participate in class. **Observant students will be accommodated for religious holidays. Please notify me in advance if you must miss a class for such a purpose.**

COURSE COMMUNICATION: When necessary, I communicate with students via email in between class meetings. Each CU-DENVER student is provided a university email account (typically your first and last name separated by a period, followed by @ucdenver.edu). I consider this email to be the official email contact for class communication purposes. The MHMSS program uses this account as your official contact as well. **Please check your university email regularly** so you do not miss contact and important class information. You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email at the address above and may see me during office hours listed above, or by appointment arranged in advance.

Out of courtesy to all participating in this seminar, please silence cell phones or other disruptive devices and put them away during class. Adherence to the Student Conduct Code is expected. The Student Conduct Code may be found at: <http://www.ucdenver.edu/life/services/standards/students/Pages/default.aspx>

Grading System for Graduate Courses: As per the policy of the MHMSS program, the following are the definitions for each letter grade: A = 100-96.0 (Excellent); A- = 95.5-90.0 (Very good); B+ = 89.9-87.0 (Good); B =

86.9-83.0 (Satisfactory); B- 82.9-80= (passing but below program expectations). **Final grades below B- will not be counted toward the MSS or MH degree or any graduate certificate. As graduate students, you are expected to do excellent work.**

PLAGIARISM POLICY: I observe the following definition of plagiarism. The act of appropriating the literary composition of another author, or excerpts, ideas, or passages there from, and passing the material off as one's own creation. If a student is caught plagiarising, he or she will fail the course. At the discretion of the MHMSS faculty, the student may fail the course and may also be asked to leave the MHMSS graduate program. For further information on UCD's policy on academic dishonesty, see the following Web page:

<http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/HandlingAcademicDishonesty/Pages/Definition-of-Academic-Dishonesty.aspx>

When in doubt ask! I am here to help you learn.

CLAS INCOMPLETE POLICY:

The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. This CLAS policy is consistent with the CU-DENVER campus policy. Incomplete grades (I) are NOT granted for low academic performance. To be eligible for an incomplete grade, students MUST:

- Successfully complete a minimum of 75% of the course
- Have special circumstances beyond their control that preclude them from attending class and completing graded assignments
- Complete an Incomplete Contract with the instructor. Verification of special circumstances is required.

DISABILITIES ACCOMMODATION: The faculty at CU-Denver have a legal and moral obligation to provide reasonable accommodations to student with disabilities. To be eligible for accommodations, students **must** register with the CU-DENVER Office of Disability Resources and Services and follow their accommodation guidelines. If a student chooses not to accept the accommodations set forth by the Office of DRS, they must complete all assignments and do all course work in the same manner as all other students in the class.

III. CLASS REQUIREMENTS:

CLASS PARTICIPATION: Members of the class must to come to class having read the assigned reading and prepared to discuss questions and ideas the readings have raised. You should prepare three questions for discussion that you use to help generate discussion. This will comprise part of your Participation Grade. Discussion should be carried out with respect for the text as well as your peers. Often, you may find that you do not like, understand, or agree with a text. This is not grounds for dismissing it. Keep in mind that the authors we read are highly respected intellects and voices in their disciplines. We read them because their ideas are central to dominant discourses in their fields and deserve our careful consideration. Please bring a critical, reasoned voice and/or arguments to the table for productive class discussion. ***Graded on a 100 point scale. Worth 20% of final grade.***

WEEKLY SHORT CRITICAL RESPONSE PAPERS: In the course of the semester, you must complete 10 short papers. Take some time at the beginning of the semester to consider which readings you might write about. An individual paper typically focuses on one of the readings for a given class and will be turned in during the class for which the reading is due.

Short response papers should be no longer than 300 words (strictly enforced!). They should exhibit a succinct voice, clear thinking, and reveal your comprehension of the reading or equally the challenges it presents you as you read. As with the caveats above, your written analyses should avoid unfounded opinion or uncritical responses that are

not guided by logic and clear reasoning. Papers may recapitulate (provide a synopsis) of a reading by highlighting the author's thesis, supporting points and/or evidence for the thesis of the reading. As the course progresses these reviews should become more analytical—e.g., critique of or comment on the author's position--as you develop a critical sense of the material. Papers are due to me at the end of the class session.

These short responses are designed to prepare you for your final paper due at the end of the semester by ensuring the continuous practice of critical thinking and writing about the course subject matter. I will grade the papers on a 10-point basis, with 10 being the highest mark and 1 being the lowest. It would be useful to bring an extra copy of your weekly paper to class meetings as I will frequently and randomly call on students to share their weekly analysis and comments. ***Graded on a 100 point scale (10 papers at 10 points each throughout the semester); 25% of final grade***

RESEARCH DATABASE ASSIGNMENT. This will be a year-long assignment the first half of which will be due incrementally in the course of the semester. Due dates are noted in the Class Schedule. The goal of this assignment is to develop a database of primary and secondary research sources with notes and annotations. These become the basic research resources you will use for your final paper in this course. We will discuss this more as the semester progresses. ***Graded on a 100 point scale This semester long research assignment will constitute 15% of your final grade.***

- At least 10 Articles related to your paper topic: Use database searches to find 10 articles published in the past 7 years on your topic. § Download, read & save all the articles.
- At least 6 Books: Scan the footnotes of all your articles and locate 6 most cited books. Check these books out from the library or through Illiad. § Read the introduction, first chapter & conclusion of the books.
- One entry per text (article, book), ordered by date of publication §
- Citation of the author's thesis and 2-3 sentence abstract
- All sources must come from refereed and/or scholarly sources.

FINAL PAPER PRESENTATIONS: Each student must present their final paper topic to the class in a final paper presentation. Our class schedule allots the last two meetings for these presentations. The length of the presentation will depend on the number of students in the class. Prepare an epitomized version of your final paper for final presentation. This should include a sketch of your thesis, supporting evidence or data, findings and analysis. Please plan on running slightly overtime for this final class. Details will be discussed in class. ***Graded on a 100 point scale Worth 15 % of your final grade.***

FINAL PAPER REQUIREMENTS: Each student must produce a 12- to 15-page (ca. 3000-3750 words, **excluding** foot/endnotes and bibliography) research paper relating to one or more of the readings or themes we study this semester. Additionally, in the course of preparing your research paper you will be required to submit a thesis statement and outline and an annotated bibliography for your topic (these constitute the Final Paper Portfolio noted above). The Turbrian guide you bought for the course details how to craft these preliminary efforts as you prepare your papers. Useful are the many strategies discussion in the Graff book listed as optional reading above for developing an argument and appropriate language and discourse for this effort. Please make good use of these books, and do not hesitate to ask me questions about the paper writing process as we progress through the semester. Due dates are listed in the class schedule below. ***Graded on a 100 point scale. The final paper 25% your final grade.***

- The **thesis statement and outline.** The thesis should be a paragraph-long formulation of your paper topic including a refinement of the questions you intend to ask and the methods or critical approaches you intend to use to resolve them with a statement as to why your chosen methodological approach to the material is a useful tool of inquiry. The outline should formally detail the organizing ideas by which your paper will unfold.

- The **final paper** will provide an elaborated statement of your thesis; it will offer a detailed statement of the current scholarly research you have consulted; it will provide an analysis of this material and your critique of it as it addresses your thesis; and finally, it will conclude with a statement about the significance of your inquiry, any new ideas or findings you can bring to the subject, and the relevance of these.

NOTA BENE: CLASS ASSIGNMENTS AND GRADING:

Students have the potential to make 500 points total on all assignments. Grading for assignments late by one day will begin at 80% of the total possible points; thus the assignment can only yield a B- at best for a grade. Each day late thereafter will incur another 10% penalty. Assignments won't be accepted beyond three days late.

All written work for the course should be appropriately formatted with correct end-, foot-, or internal citation notes using the citation styles recommended in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th rev. edition—OR HIGHER, Univ. of Chicago Press.

Please note do not to accept weekly assignments electronically and will do so only in the event of an emergency. BUT do submit your final paper electronically.

PLEASE NOTE:

- In order to pass this course, students must complete all of the assignments
- I do NOT to accept short weekly papers in electronic form unless otherwise arranged because of emergency circumstances. I get too much email daily to be able to keep track of multiple digital files that come in at a range of times. Nota bene: Failed computers and printers don't constitute an emergency. Familiarize yourself with the various computer labs on campus.
- However, I DO prefer to accept Final Papers electronically as it allows me to write comments using the track changes and comments features of my word processor, and to email them back should you want them.

And finally, I DO NOT accept late Final Papers. Plan well!

IV. CLASS SCHEDULE: The following is a *tentative* list of weekly readings, subject to change at the whim or discretion of the presiding professor.

CLASS DATES AND THEMES	CLASS READINGS, GUEST LECTURER SCHEDULE, AND DUE DATES: READINGS ARE DUE ON THE DATE BY WHICH THEY ARE LISTED AND SHOULD BE READ IN THE ORDER LISTED
Week 1: August 23 (Wednesday): INTRODUCTIONS	Welcomes and introductions, syllabus, course review and logistics
Week 2: August 30 INTERDISCIPLINARITY AND SCHOLARSHIP MEET JOINTLY WITH DR. HILL'S CLASS— LOCATION: AURARIA LIBRARY, ROOM 116 THE ROOM IS EQUIPPED WITH COMPUTERS SO YOU DO NOT NEED YOUR OWN.	Lecturers: MLW and Dr. Jordan Hill, MHMSS Faculty Reading Set: "Introduction to Interdisciplinary Scholarship" <ul style="list-style-type: none"> • Klein, Julie Thompson, <i>Humanities, Culture and Interdisciplinarity</i>, (SUNY, 2005), pp. 11-33. • Repko, Allen and Rick Szostak, <i>Interdisciplinary Research: Process and Theory</i> 3rd Edition, (Sage, 2017), Chapter 1: Introducing Interdisciplinary Studies; and Chapter 5: Conducting A Literature Search. Due: Short Critical Response Paper #1 Meet with Geoffrey Johnson, Graduate Studies Librarian

<p>Week 3 September 6:</p> <p>HUMANISM, ENLIGHTENMENT, AND EARLY MODERNITY</p>	<p>Lecturer: MLW</p> <p>Reading Set: “Humanism, Enlightenment, and Early Modernity” (available on course Canvas web page under modules):</p> <p>Secondary Source on the Enlightenment:</p> <ul style="list-style-type: none"> Robertson, John, <i>The Enlightenment: A Very Short Introduction</i>, (Oxford UP, 2015), ch. 1, The Enlightenment. Davies, Tony, <i>Humanism</i>, 2nd edition (Routledge, 2008), ch. 4, “Enlightenment.” <p>Primary Sources on the Enlightenment:</p> <ul style="list-style-type: none"> Descartes, <i>Discourse on the Method</i>, Parts I and II, pp. 5-20. (These pages are in a pdf of the whole edited text with critical commentary published by Cambridge UP. You do not need to read the introduction unless you wish.) Kant, Emmanuel, “What is Enlightenment?” 1784. Diderot, <i>Encyclopedie</i>, 1751-: <ul style="list-style-type: none"> D’Alembert <i>Preliminary Discourse to the Encyclopedia of Diderot</i> (Read Part I to the best of your ability, and skim the rest): http://quod.lib.umich.edu/cgi/t/text/text-idx?c=did;rgn=main;view=text;idno=did2222.0001.083 Translator’s Introduction to the Preliminary Discourse: http://quod.lib.umich.edu/d/did/schwabintro.html Browse some of the plates that accompanied the Encyclopedie: http://quod.lib.umich.edu/d/did/title_plate/A.html Nota Bene: If you need some background on the <i>Encyclopedie</i> and Diderot, see Wikipedia entries. <p>Due: Short Critical Response Paper #2</p>
<p>Week 4: September 13:</p> <p>FOUNDATIONS OF CRITICAL THEORY I: KARL MARX, MARXISM, AND CAPITAL</p> <p>MEET JOINTLY WITH DR. HILL’S CLASS—LOCATION MHMSS CONFERENCE ROOM (STUDENT COMMONS 3208)</p>	<p>Guest Lecturer: Dr. Omar Swartz, Assoc. Prof. and Director, MSS and MLW (Professor Hill away)</p> <p>Reading Set: “Marxism” (available on course Canvas web page under modules):</p> <ul style="list-style-type: none"> Fromm, Erich. <i>Marx’s Concept of Man</i>, Continuum, (New York, 1961), pp. 1-48. Marx, Karl. Selections from <i>The Alienation of Labor</i> and <i>The German Ideology</i> from Richter, ed. <i>The Critical Tradition: Classic Texts and Contemporary Trends</i>, (St. Martin’s Press, 2006) pp. 397-405 Marx, “Wage, Labor, and Capital” <p>Due: Short Critical Response Paper #3 AND three potential paper topics.</p>
<p>Week 5: September 20</p> <p>FOUNDATIONS OF CRITICAL THEORY II: FREUD AND PSYCHOANALYSIS</p> <p>MEET JOINTLY WITH DR. HILL’S CLASS—LOCATION TBD</p>	<p>Joint Lecture: MLW and Dr. Jordan Hill, MHMSS Faculty</p> <ul style="list-style-type: none"> Freud, <i>Civilization and its Discontents</i>, Trans. and Ed. Strachey, (W. W. Norton, reprint, 2010) (this is a book you should have ordered; it is not on Canvas): <p>Due: Short Critical Response Paper #4 AND first set of Research Database sources: at least 4 articles and 2 books.</p>
<p>Week 6: September 27:</p> <p>CRITICAL THEORY III: ENLIGHTENMENT, HUMANISM, AND</p>	<p>Lecturer: MLW</p> <p>Reading Set: “Humanism as Discourse in the 21st century” (available on course Canvas web page under modules):</p> <ul style="list-style-type: none"> Nietzsche, Friedrich, <i>The Genealogy of Morality</i>, (1887). Read: Preface, First Essay: “Good and

<p>NIETZSCHE’S ANTI-HUMANISM</p> <p>MEET JOINTLY WITH DR. HILL’S CLASS—LOCATION TBD</p>	<p>Evil,” pp. 1-27 of the pdf.</p> <ul style="list-style-type: none"> Davies, Tony, <i>Humanism</i>, 2nd edition, (Routledge [1997] 2008), Intro., ch. 1-3 <p>Due: Short Critical Response Paper #5</p>
<p>Week 7 October 4:</p> <p>CRITICAL THEORY IV: ADORNO, HORKHEIMER, AND THE FRANKFURT SCHOOL</p> <p>MEET JOINTLY WITH DR. HILL’S CLASS—LOCATION TBD</p>	<p>Joint Lecture: MLW and Dr. Jordan Hill, MHMSS Faculty</p> <p>Reading Set: “Critical Theory” (available on course Canvas web page under modules):</p> <ul style="list-style-type: none"> Horkheimer, Max and Theodor Adorno, <i>Dialectic of Enlightenment</i> (Cultural Memory in the Present), ed. Gunzelin Schmid Noerr, trans. Edmund Jephcott (Stanford UP, 2007) pp. xi-62. This includes: <ul style="list-style-type: none"> “Preface to New Edition” (1969) “Preface” (1944 & 1947) “The Concept of Enlightenment” (p. 1-34) “The Culture Industry: Enlightenment as Mass Deception” (p. 94-136) <p>Due: Short Critical Response Paper #6</p>
<p>Week 8: October 11:</p> <p>FOUCAULT AND POST STRUCTURALISM</p> <p>MEET WITH DR. HILL’S CLASS—LOCATION TBD</p>	<p>Lecturer: Dr. Hill (Dr. Woodhull is away)</p> <p>Reading Set: “Foucault” (available on course Canvas web page under modules):</p> <ul style="list-style-type: none"> Foucault, Michel, <i>The Foucault Reader</i>, ed. Paul Rabinow (Random House, 1984). Read the following essays arranged thematically in the order listed: <ol style="list-style-type: none"> Introduction to Foucault <ul style="list-style-type: none"> “Introduction” (p.3-30) “What Is Enlightenment?” (p.32-50) Excerpts from <i>Foucault Reader</i> <ul style="list-style-type: none"> Discipline and Punish p. 170-238 History of Sexuality Vol. 1 p 292-330 <p>Due: Short Critical Response Paper #7</p>
<p>Week 9: October 18:</p> <p>SEMIOTICS: THEORY OF SIGNS AND MEANING IN LANGUAGE</p>	<p>Lecturer: MLW</p> <p>Reading Set: “Semiotics” (available on course Canvas under modules):</p> <ul style="list-style-type: none"> Barthes, Roland. “Rhetoric of the image,” reprinted in <i>Visual Culture: The Reader</i>, ed. by Evans and Hall, (London, 1999) pp. 33-40 Barthes, Roland. “Myth today,” reprinted in <i>Visual Culture: The Reader</i>, ed. by Evans and Hall (London, 1999) pp. 51-58. Barthes, “The Death of the Author” Foucault, Michel, “What is an Author?” <p>Optional:</p> <ul style="list-style-type: none"> Introduction to Semiotics at Daniel Chandler's Web site. A nice primer on semiotic theory: http://visual-memory.co.uk/daniel/Documents/S4B/ <p>Due: Short Critical Response Paper #8 AND second set of Research Database sources: at least 4 articles and 2 books.</p>
<p>Week 10 October 25:</p> <p>DOING HISTORY IN A POST-MODERN WORLD</p>	<p>Guest Lecturer: Dr. Marjorie Levine-Clark, CU-Denver, Department of History and Assoc. Dean of Planning and Initiatives</p> <p>Reading Set: “History” (The first is a book you purchased; other readings will be on Canvas):</p> <ul style="list-style-type: none"> Book: Jenkins, Keith. <i>Rethinking History</i>, (New York, Routledge, 2003).

	<ul style="list-style-type: none"> Haskell, T. "Objectivity is not Neutrality: Rhetoric vs. Practice in Peter Novick's That Noble Dream," <i>History and Theory</i> 29.2 (1990) 129-57. <p>Due: Thesis statement and Outline</p>
<p>Week 11: November 1:</p> <p>DISCOURSES OF POWER: FEMINISM, GENDER, RACE, AND VISUAL REPRESENTATION</p>	<p>Lecturer: MLW</p> <p>Reading Set: "Gender and Identity" (available on course Canvas under modules):</p> <ul style="list-style-type: none"> Ortner, S. "Is female to male as nature is to culture?" pp. 67–87 in <i>Woman, Culture, and Society</i>, edited by M. Z. Rosaldo and L. Lamphere. Stanford, CA: Stanford University Press. Chave, Anna C., "New Encounters with <i>Les Femmes d'Alger</i>: Gender, Race, and the Origins of Cubism," in Broude and Garrard, <i>Reclaiming Female Agency: Feminist Art History after Postmodernism</i>, (UC Berkeley Press, 2005), pp. 301-324. Mercer, Kobena, "Reading racial fetishism: The photographs of Robert Mapplethorpe," in <i>Visual Culture: The Reader</i>, ed. by Hall and Evans (London, 1999) pp. 435-447. <p>Due: Short Critical Response Paper #9</p>
<p>Week 12: November 8:</p> <p>IMPERIALISM AND POST-COLONIAL THEORY</p> <p>MEET WITH DR. HILL'S CLASS —LOCATION TBD</p>	<p>Lecturer: MLW and Dr. Jordan Hill, MHMSS Faculty</p> <p>Reading Set: "Imperialism and Post-colonial Theory" (available on course Canvas under modules):</p> <ul style="list-style-type: none"> Fanon, Franz, <i>Wretched of the Earth</i>, trans. Richard Philcox, preface Jean-Paul Sartre [1961], foreword Homi K. Bhabha [2004] (Grove Press, Reprint 2005). Read the following selections: "Preface" by Jean-Paul Sartre, pp. xliii-lxii; and "On Violence," pp. 1-52. Said, Edward, <i>Orientalism</i>, (Vintage Books, 1979) pp. 1-28. <p>Due: Short Critical Response Paper # 10</p>
<p>Week 13: November 15:</p> <p>PRAGMATISM AS A TOOL FOR THE CRITICAL TRADITION</p>	<p>Guest Lecturer: Dr. David Hildebrand, CU-Denver, Philosophy Dept.</p> <p>Reading Set: "Pragmatism" (available on course Canvas web page under modules):</p> <ul style="list-style-type: none"> Bernstein, Richard. "Richard Rorty's Deep Humanism," <i>New Literary History</i> 39: 2008, pp. 13-27. Rorty, Richard. "Solidarity or Objectivity?" in <i>Objectivity, Relativism, and Truth: Philosophical Papers</i>, Vol. 1, Cambridge UP, 1991, pp. 21-34 Rorty, Richard, "Texts and Lumps," <i>New Literary History</i>, Volume 39, No. 1, Winter 2008, pp. 53-68. <p>Due Third set of Research Database sources: at least 4 articles and 2 books.</p> <p>OPTIONAL: Extra Credit Opportunity. Write a short critical response paper and receive a 10 to replace your lowest previous one.</p>
<p>Week 14: November 22:</p> <p>FALL BREAK/THANKSGIVING</p>	<p>NO CLASS THIS WEEK: HAPPY WRITING!</p>
<p>Week 15: November 29</p> <p>FINAL PRESENTATIONS OF PAPERS</p>	<p>Final Presentations to Class: Students present their work to class.</p>
<p>Week 16: December 6</p> <p>FINAL PRESENTATIONS OF PAPERS</p>	<p>Final Presentations and Last Class Meeting: Students present their work to class.</p>

December 13, 2015	Due: Final Papers Due ELECTRONICALLY TO ME by 5:00 on this date. You should submit your papers electronically to me by this time. Send to my email: Margaret.woodhull@ucdenver.edu or via Canvas.
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OVER

FINALLY: Please familiarize yourself with the following CLAS academic policies and deadlines



Fall 2017 CLAS Policies and Deadlines

CLAS Academic Advising Office • NC1030 • 303-315-7100

Academic Policies

The following policies, procedures, and deadlines pertain to all students taking courses in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar found on the [Registrar's website](#).

Schedule Verification

It is each student's responsibility to verify that their official registration and schedule of courses is correct in UCDAccess (*not* Canvas) before courses begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds. Access to a course through Canvas is not evidence of official enrollment.

Email

Students must activate and regularly check their official CU Denver email account for university related messages. Note: Canvas is not the location to access your CU Denver email account. Log into <http://www.ucdenver.edu/email/Pages/login.aspx>

Administrative Drops

Students may be administratively dropped if they do not meet the pre- and/or co-requisites for a course as detailed in the UCDAccess registration system. Students may also be administratively dropped from a course if the course syllabus articulates attendance expectations prior to census date and they do not meet those attendance expectations. Please note: this procedure does not apply to all courses and students should not rely upon it; if students plan to no longer complete a course, they are responsible to drop or withdraw from the course.

Late Adds and Late Withdrawals

Late adds (i.e., adding a course after census date) require a written petition, verifiable documentation, and dean's approval via CLAS Advising. Late withdrawals (i.e., withdrawing from one or more full-semester courses after the withdrawal deadline) require a written petition and [Schedule Adjustment Form](#). Contact CLAS Advising (NC 1030 – 303-315-7100) for more information on late add and late withdrawal petitions.

Co-Requisites and Drops/Withdrawals

Students dropping a course with co-requisite(s) before or by census date must drop the course and co-requisite(s). After census date, students withdrawing from a course with co-requisite(s) before or by the withdrawal deadline must withdraw from the course and co-requisite(s). After the withdrawal deadline, until the late withdrawal deadline, students may be able to withdraw from a course or co-requisite(s) based on instructor permission and approval of a Late Withdrawal Petition.

Waitlists

The Office of the Registrar notifies students via their CU Denver email account if they are added to a course from a waitlist. Students will have access to Canvas when they are on a waitlist, but this does not indicate that the student is officially enrolled or guaranteed a seat in the course. If a student is not enrolled in a course after waitlists are purged, instructor permission is required for the student to enroll in the course. The student must complete an [Instructor Permission to Enroll Form](#) and bring it to the CLAS Advising Office (NC 1030) or have their instructor email it to clasinstructorpermission@ucdenver.edu by census date in order to enroll in the course.

Applicable Forms

Schedule Adjustment Form

Submit to Registrar (SCB 5005)

Purpose:	Approval Signatures Required:	Dates:
Receive an academic overload	Student and CLAS Advising signatures	before Sep. 6 (5pm)
Receive a time conflict override	Student and instructor signatures	before Sep. 6 (5pm)
Designate a course pass/fail or no credit	Student signature	before Sep. 6 (5pm)
Withdraw from an intensive course before the withdrawal deadline	Student signature	Sep. 7 – Oct. 30 (5pm)
Late-withdraw from a course after the withdrawal deadline but before finals week (Late Withdrawal Petition also required)	Student, instructor, and CLAS Advising signatures	Oct. 30 – Dec. 8 (5pm)
Late-withdraw from <u>all</u> courses in the semester after the withdrawal deadline but before finals week (Late Withdrawal Petition also required)	Student and CLAS Advising signatures	Oct. 30 – Dec. 8 (5pm)

Instructor Permission to Enroll Form

Submit to CLAS Advising (NC 1030)

Purpose:	Approval Signatures Required:	Dates:
Add a course after the add deadline but before census date	Student and instructor signatures	Aug. 29 - Sep. 6 (5pm)

Late Add and Late Withdrawal Petitions information

Visit CLAS Advising (NC 1030) for more

Purpose:	Approval Required:	Dates:
Petition to add one or more full-semester courses after census date – verifiable documentation required	Submitted petitions are reviewed by the CLAS Assistant Dean	after Sep. 6
Petition to withdraw from one or more courses after the withdrawal deadline but before finals week	Submitted petitions are reviewed by the	Oct. 30 – Dec. 8 (5pm)

Academic Calendar

August 21	Beginning of Semester – First day of classes.
August 27 (11:59 pm)	Add Deadline – Last day to add or waitlist a course using UCDAccess. After the add deadline, instructor permission on an Instructor Permission to Enroll Form is required to add courses.
August 28 (11:59 pm)	<p>Drop Deadline – Last day to drop a course without \$100 drop fee, including section changes (i.e., changing to a different section of the same course). Students may drop courses using UCDAccess.</p> <p>No Adding of Courses is Permitted Today</p> <p>Waitlists Purged – All waitlists are eliminated today. Students should check their schedule in UCDAccess to confirm the courses in which they are officially enrolled. Canvas does not reflect official enrollment.</p>
September 4	Labor Day Holiday – No classes. Campus closed.
September 6 (5 pm)	<p>Final Add Deadline (Instructor Permission Required) Last day to add full-semester courses. To add a full-semester course between the first add deadline and the final add deadline, instructor permission on an Instructor Permission to Enroll Form is required. Students may submit a completed Instructor Permission to Enroll Form to CLAS Advising (NC 1030) or have the instructor email it to clasinstructorpermission@ucdenver.edu.</p> <p>After census date, a written petition, verifiable documentation, and dean's approval via CLAS Advising (NC 1030 – 303-315-7100) are required to add a full-semester course. If a student's late add petition is approved, the student will be charged the full tuition amount. College Opportunity Fund (COF) may not apply to courses added late, and these credits may not be deducted from students' lifetime hours.</p> <p>Final Drop Deadline Last day to drop full-semester courses with a financial adjustment. Each course dropped, including section changes, between the first drop deadline and census date generates a \$100 drop fee. Students may drop courses in UCDAccess. After census date, withdrawal from courses appears on transcripts with a grade of "W," and no financial adjustment is made. After census date but before the withdrawal deadline, students may withdraw from full-semester courses using UCDAccess (instructor permission is not required).</p> <p>Graduation Application Deadline Last day to apply for graduation. Undergraduates are expected to make an appointment to see their academic advisors before census date to apply for graduation. Graduate students must complete the Intent to Graduate and Candidate for Degree forms.</p> <p>Pass/Fail, No Credit Deadline – Last day to request No Credit or Pass/Fail grade for a course using a Schedule Adjustment Form.</p>
October 30	<p>Withdrawal Deadline After census date, students may withdraw from full-semester courses using UCDAccess (instructor permission is not required). To withdraw from an intensive course, students may use a Schedule Adjustment Form. Withdrawal from courses appears on transcripts with a grade of "W" and no financial adjustment is made. Students withdrawing from a course with co-requisite(s) should refer to the <i>Co-Requisites and Drops/Withdrawals</i> section on the reverse side of this sheet. After the withdrawal deadline, students may late-withdraw by submitting a Late Withdrawal Petition and Schedule Adjustment Form to CLAS Advising (NC 1030 – 303-315-7100). Contact CLAS Advising (NC 1030 – 303-315-7100) for more information.</p>
November 20 - 26	Fall Break – No classes. Campus open.
November 23	Thanksgiving Day Holiday – No classes. Campus closed.
December 8 (5 pm)	<p>Late Withdrawal Deadline Last day to late-withdraw from one or more full-semester courses. Students may late-withdraw by submitting a Late Withdrawal Petition and Schedule Adjustment Form to CLAS Advising (NC 1030 – 303-315-7100). If late-withdrawing from individual courses, instructor signatures are required. If late-withdrawing from the entire semester, instructor signatures are not required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information. Students late-withdrawing from a course with co-requisite(s) should refer to the <i>Co-Requisites and Drops/Withdrawals</i> section on the reverse side of this sheet. After the late withdrawal deadline (or after grades are posted, whichever is sooner), only retroactive withdrawals are considered and verifiable documentation is required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information on retroactive withdrawals.</p>
December 11 - 16	Finals Week
December 16	<p>End of Semester</p> <p>Fall Commencement</p>
December 21	Final Grades Available – Official grades available in UCDAccess and transcripts (tentative). Canvas does not display final grades.
Dec. 25 – Jan. 2	Winter Break – No classes. Campus closed.