

UHL COURSE SCHEDULE SPRING 2026

Courses for First-Year UHL Students

UNHL 2755: UHL Seminar (1 credit)

Instructor: Sarah Fields (Communication)

Meeting Pattern: Friday 9:30 – 10:15

Note: Required for all students who completed UNHL 2755 in fall 2025

ENGL 2030-U01: Core Composition II - special UHL section (3 credits)

Instructor: Andrea Modica (Department of English)

Meeting Pattern: Tuesday 11:00 - 1:50

Note: Required for every student without credit for ENGL 2030

Conspiracy Theories, Hoaxes and Outright Lies: This course focuses on the elements of research-based academic argumentation. Students will construct analytical and persuasive arguments to explore current, controversial news topics of their choosing (such as healthcare or immigration). Highlighting conspiracy theories and the like, the course will show students how to navigate news and social media using logic and reasoning. Students will also strengthen their critical thinking, reading and writing skills while working with a variety of academic and news sources.

ENGL 2030-U02: Core Composition II - special UHL section (3 credits)

Instructor: Leslie Jennings (Department of English)

Meeting Pattern: Monday/Wednesday 9:30 – 10:45

Note: Required for every student without credit for ENGL 2030

This course investigates contemporary media culture from popular films, music, and video games to current conversations about Artificial Intelligence and social media to reveal the many competing ideologies and discourses in American society. Students will learn a variety of scholarly approaches to textual and rhetorical analysis, including Formalism, Structuralism, Postmodernism, Psychoanalysis, and Reader Responses theories, and practice applying those theories to texts and subjects of their choice.

Courses for Second- and Third-Year UHL Students and Upper Division Transfers

UNHL 3115: Madness in Media & Culture (3 credits)

Instructor: Colleen Donnelly (English)

Meeting Pattern: Thursday 11:00 – 1:50

This course focuses on how our understanding and attitudes about mental illness are shaped by the media, through news reporting, print and visual media. We will look at how and whether real facts about mental health and illness are being conveyed, the (mis)information perpetuated by media representations and biases in reporting, and the impact this has in terms of stigmatization, disparities in treatment involving gender and race, and the implications for dealing with the mental health crisis we are living in.

UNHL 3125: Personal and Political Security (3 credits)

Instructor: Sarah Tyson (Philosophy)

Meeting Pattern: Tuesday/Thursday 9:30 – 10:45

What does it mean to be secure? Why do we seek security—as individuals? As nations? As a species? How does the concept of security shape our everyday lives? Does security, as a concept or a goal, actually make us

safer? Is security always something that we want or need? What does it mean to ask about the value of things that often feel like they are obviously good or necessary? This course uses the tools and methods of philosophy to look at different approaches to these questions. By exploring influential paradigms of security from multiple disciplines—such as Psychology, International Relations, and Indigenous Studies—we will consider how the concept of security shapes our everyday lives and what happens when we ask how it does so.

UNHL 3550: Military Occupation (3 credits)

Instructor: Dale Stahl (History)

Meeting Pattern: Monday/Wednesday 2:00 – 3:15

Military occupations are rarely about the mere control of territory; they often support sociopolitical projects such as colonialism, nation-building, and the extension of forms of governance (democracy, theocracy, communism, etc.). Using the tactics of occupation to accomplish these ends has been controversial, animating debates within multiple fields and within and between multiple societies. This course explores these debates, adopting an interdisciplinary and comparative approach to the theories and practices of military occupation. The course will examine several occupations from the early nineteenth century through the United States occupations of the twenty-first century. Through selected case studies, the course will engage a wide range of views, considering both occupier and occupied, and several disciplinary perspectives.

UNHL 3845: Storytelling Across Disciplines (3 credits)

Instructor: John Tinnell (English)

Meeting Pattern: Wednesday 2:00 – 4:50

Research papers are the most common kind of writing that happens in universities, and there's good reasons for that. Research papers are optimized to support nuanced, informed knowledge-creation on specialized topics among experts in a field. But research papers, for all their merits, are ill-suited to the task of conveying scholarly insights to more general audiences.

One of the best ways to communicate your academic passions to the wider world is to infuse scholarly research with nonfiction storytelling. Researchers who speak and write in this spirit conscientiously employ narrative techniques that help non-specialists understand the value and relevance of their arguments, theories, and findings. They find a way to emphasize character, conflict, and dramatic structure even as they're writing about the intricacies of neuroscience or prehistoric geology. However complex or *niche* your academic interests might seem, today's media landscape is brimming with examples of researchers using storytelling to turn their expertise into bestselling books, magazine articles, popular podcasts, viral videos, and so on.

Our survey of academic storytelling across disciplines will explore multiple genres within this larger space, from narrative histories and literary biographies to ethnographic memoirs and science stories. For the final assignment, you will make use of nonfiction storytelling to write an article about an academic topic in your field for a general audience.

UNHL 3888 001: Why do public universities exist? And who are they for? (1 credit)

Instructor: Jennifer Reich (Sociology), Sarah Fields (Communication)

Meeting Pattern: Tuesday January 20th – March 10th 4:00 – 5:45

In this eight-week discussion-based class, we will examine historical foundations, policy frameworks, and cultural narratives that have shaped public higher education, including controversies over privatization, student debt, academic freedom, diversity, and community engagement. This course explores the role, mission, and impact of the public university in contemporary society. From their origins as engines of

democracy and social mobility to their current positioning within debates about access, funding, equity, and workforce development, public universities have long been contested spaces where questions of knowledge, citizenship, and the public good converge.

Through readings, podcasts, films, and discussion, students will grapple with central questions: Who is the university for? What responsibilities do public universities have to students, communities, and society at large? Who should have access to higher education? Should universities mainly prepare workers for the economy, or citizens for democracy? And how might public higher education evolve to meet future challenges? Why does college cost what it does, and who decides? Does the state have an obligation to fund public higher education and to what extent? What is the balance between college education being a public good and a private benefit?

By the end of the course, students will be able to analyze competing visions of higher education, articulate their own perspectives on the public mission of the university, and consider how their educational experiences connect to broader social purposes.

Courses for Fourth-Year UHL Students

UNHL 4991: Senior Seminar I (3 credits)

Instructor: Rachel Gross (History)

Meeting Pattern: Monday 11:00 - 1:50

UNHL 4992: Senior Seminar II (1 credit)

Instructor: Adam Lippert (Sociology)

Meeting Pattern: Wednesday 1:00-2:00

Maymester 2026 (May 18 – June 4)

UNHL 3130: The Impact of Systems: Minoritized Identities and Health Outcomes (3 credits)

Instructor: Jennifer Camacho Taylor (SHED)

Meeting Pattern: TBD

This course will provide insight into the intersection of systemic structures and the experiences of those with minoritized identities by exploring health outcomes (mental and physical). An exploration of birth to elderly aging will be presented.

Summer 2026 Honors Study Abroad

UNHL 3995: Portugal, Vivo! Population & Policy Issues the Edge of Europe

Instructor: Adam Lippert (Sociology)

Meeting Pattern: June 28 – July 9, 2026

This program explores key debates and pressing issues related to population, social change, and policy in Portugal, while drawing comparative insights to our own society. Through immersive engagement with Portuguese communities, history, and institutions, students will gain firsthand knowledge of how a small but resilient country has navigated the profound challenges of population aging, low fertility, rural depopulation, and emigration - while simultaneously adapting to new waves of immigration, global tourism, and economic transformation.

https://studyabroad.ucdenver.edu/_portal/tds-program-brochure?programid=76189