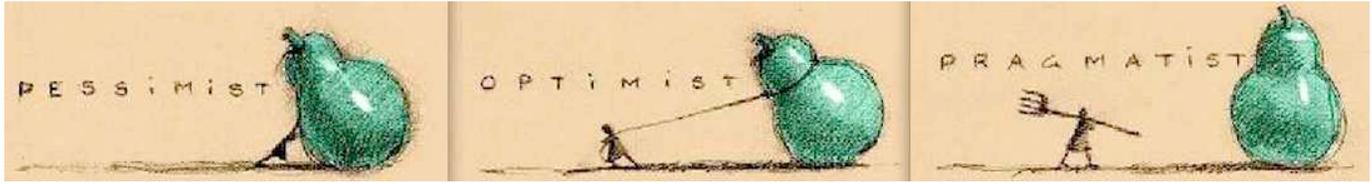


# PRAGMATISM: CLASSICAL AMERICAN PHILOSOPHY

PHIL 4101-001 / PHIL 5101-001  
SPRING 2016, TTH 12:30 - 1:45 P.M.  
PLAZA M108: HABER LIBRARY



**DR. DAVID HILDEBRAND**  
303-556-8558  
DAVID.HILDEBRAND@UCDENVER.EDU

**DESCRIPTION:** Perhaps the three most important questions for our nation of immigrants have been: Who are we? What do we believe? Should we accept the views of our forefathers? In addressing these questions, American philosophers have both accepted and rejected their intellectual heritage. In their most critical moments, American philosophers argue that philosophy must reassert itself as an active, constructive, and ethical force in human life. Doing this means shaking and breaking many traditional philosophical distinctions including those between: mind and body, fact and value, appearance and reality, self and society, probability and certainty, and language and world. This course will survey the classic philosophical themes developed and sustained by prominent 19th and 20th century philosophers, with a focus upon American Pragmatism. We'll begin right away with a little background (Descartes, Emerson) then move into classical American Pragmatism (including Charles Peirce, William James, John Dewey) before looking at how pragmatism is both harmonious with and applicable to Native American and Feminist areas. We'll finish the course by looking closely at prominent 20<sup>th</sup> century neopragmatist, Richard Rorty.

**COURSE OBJECTIVES:** Ideally, by the end of this course students should gain the following skills:

**Familiarization.** Gain a good sense of what is at stake in issues of course.

**Comprehension.** Be able to comprehend the arguments offered by various philosophers.

**Critical analysis.** Be able to criticize those arguments by pointing out where they lack evidence, make an unreasonable leap, hold a false assumption, etc.

**Demonstration** of the above through writing.

**Verbalization.** Be able to summarize and criticize a philosophical position, without notes, using your own words.

**Conversation and Debate.** Be able to discuss issues in a focused and informed way with others in the class. This will involve listening closely to their points, then responding in a way that moves the discussion ahead.

## TEXTS

**REQUIRED Physical Texts:** Available at bookstore and, if you desire, online (see, for example, <http://used.addall.com>). If you buy your book online, make sure (1) that it is the correct edition, and (2) that you have it in time for class.

1. POW: *Pragmatism and Other Writings* (Penguin Classics) by William James (Author), Giles Gunn (Editor, Introduction) ISBN-10: 0140437355 | ISBN-13: 978-0140437355
2. RIP: *Reconstruction in Philosophy* by John Dewey (Beacon Press; enlarged edition, 1971; ISBN: 978-0807015858)
3. PSH: *Philosophy and Social Hope* by Richard Rorty (Penguin)

**REQUIRED Online Texts:** Readings and resources will be posted on CANVAS.

1. UCD Canvas site <https://ucdenver.instructure.com> (CANVAS) **NOTE: YOU MUST PRINT OUT ANY REQUIRED ONLINE READING AND BRING IT TO CLASS.**

**Recommended Physical Texts:**

1. *Dewey: A Beginner's Guide* by David Hildebrand (Oneworld, 2008) [A general introduction to Dewey's major areas.]
2. *Beyond Realism and Antirealism: John Dewey and the Neopragmatists* by David Hildebrand (Vanderbilt U. Press, 2003), ISBN: 0826514278 [An analysis and critical contrast of Dewey's philosophy of knowledge and reality with those of both Dewey's philosophy as well as neopragmatists Richard Rorty and Hilary Putnam.]

**Recommended Online Texts: will be posted on Canvas.**

**Canvas/Website:** There are two online sites related to this course. **Familiarize yourself with them right away.** Both will offer you access to information about the course such as study questions, announcements, grades, extra credit assignments.

1. The first and most important one is our course Canvas site: <https://ucdenver.instructure.com/>. On this page are LOGIN INSTRUCTIONS. Please make sure you enroll right at the beginning of the class.
2. The second site is my home page at <http://www.davidhildebrand.org>. Here there are a variety of general study tips and resources in philosophy.

**READINGS: It is expected that you have done the readings before we discuss them.** As you read, copy out important points and questions you have onto a separate sheet of paper. (These will help you with your short reflection papers.) You may also want to note problem passages (e.g., with a "?" or "Q.") in your text as you read. These are good points for class discussion. **You should come to each class able to discuss the main issues of the reading and you could be asked during class to present the main points to the class.** If I find people are not prepared, I will start giving quizzes to test basic understanding. Your well-prepared participation is crucial for a successful class. Please see the tips section of my website.

**Very important: please set aside about 10 minutes shortly before class to look back over (skim-review) the readings and whatever you have written for that day.**

**COURSE REQUIREMENTS/EVALUATION: Maximum points possible: 1000 points**

- |  |  |
|--|--|
| (1) Participation/presentation/quizzes                 | 200 points or 20%                                  |
| (2) Short Writings                                     | 150 points or 15% (10 total; 1st half done by 3/8) |
| (3) Exam #1 (1200 -1500 words)                         | 300 points or 30% (due March 8th in class)         |
| (4) Exam #2 (take home):                               | 350 points or 35% (due by NOON, 5/13/14)           |
| • graduate students: Exam length: 2500-3250 words      |  |
| • undergraduate students: Exam length: 1500-2000 words |  |

**Graduate students: besides the different length exams for exam #2, expectations will be set at a higher level than undergraduates. If you have questions about this, please let me know.**

**Grades:** There are 1000 possible points for this class. I use the plus/minus system. An "A" will be a body of work achieving at or above 930 points; an "A-" will be 900-929 points; a "B+" is 870-899 points, etc. Values for those letters, as well as the policies regarding other grades such as Incomplete, are available in the CU

Academic Policies and Regulations section of the handbook. I have set out my standards of what a grade means on my FAQ section of my website.

**Attendance:** Attendance is required. Two *unexcused* absences over the course of the semester are permitted without penalty. Each additional absence will lower your final course grade, approximately 30 points per absence. (E.g., having a total three unexcused absences would lower a cumulative 900 point course average by 30 points (because the first two absences are “free”) to 870—effectively a reduction from an A- to a B+—and then each additional absence would take 30 more points off. And so on. An *excusable* absence is a medical illness or emergency that is completely unavoidable. It is the student's responsibility to talk to me about excusable absences ASAP after the absence.

**(1) Participation/Presentation/Quizzes:** Course participation grades are not automatic. They are based on oral contributions to the collective learning experience of the class as a whole in terms of asking pertinent questions, answering questions correctly or, at least, provocatively, making insightful observations, and offering other meaningful expressions of interest in the material that help encourage learning. Shyness is not an excuse—oral participation is part of your evaluation. There will be ample opportunity for active and well prepared participation, which I value.

I will measure your participation by a variety of components: informed dialogue, presentation of your short papers in class, participation in any group work, and your performance on any quizzes. **It is possible, but not certain, that there will be comprehension quizzes given during the semester.** These may be given in class or online. The point of them is to help give you a "reality check" on how well you're understanding significant issues in the class. Poor performance on quizzes will subtract from your final grade.

**Important:** part of this grade will be determined by your presentation of your **short writings (see below):** when called upon in class, you must demonstrate that you know what you wrote and why you wrote it; in other words, show clarity of thought, effective communication, and ability to field questions on your paper will all contribute to the participation portion of your grade. (I suggest looking over your short papers briefly before class to prepare.)

**(2) Short Writings (10 total)** The purpose of these assignments is to help you clarify your understanding of the readings and to help you think critically about the issues. **Follow these instructions carefully, please.**

#### **What to write on short/critical reaction papers:**

- Short papers should be: one-page, typewritten reactions or questions about some specific issue which you find compelling in the readings. Your paper must not simply sum up the reading or repeat points made there. (I.e., **no book reports**, please.) Rather, you must try to raise a question or discuss some original insight. You may use these papers to demonstrate your application of a concept/idea in the readings to an experience you have making or experiencing art, but the connection to the reading must be significant (and not a mere "jumping off" point. **See the website link "Writing short, critical papers" for further hints** about how to write a good paper.
  - o The first paragraph should state in 1-2 sentences a summary of what the paper is about.
  - o Only papers written on a reading or topic that will be discussed in the class immediately coming up are acceptable.

#### **When to write short papers:**

- You must do 10 critical papers total and you may not hand in more than one paper on the same date. **FIVE papers must be done by the course midpoint, March 8. Students who have not done 5 papers by this point will only be permitted to do 5 more papers.**
- You must come to class for a paper to be accepted.

**Grading on short papers**

- Grade: This will be a "graded" assignment only in a loose sense; in other words it will be either S-satisfactory (full credit or 15 points) or U-unsatisfactory (half credit or 7.5 points). A zero (0) will be awarded if nothing (or next to nothing) is turned in by the end of the first or second deadlines.
- TWO MAKE-UPS: If you get a *Unsatisfactory* on up to two papers, you may revise and resubmit them. The old grade will be dropped in favor of the revised paper's grade.

**(3) Longer Exams:** There will be two longer exams required for this class. They will likely be take home, but may contain an in class portion. They will likely contain a mixture of shorter and longer parts, as well as objective and essay formats. NO late exams without prior and absolutely justified permission. You may email me at any time to discuss your progress on ALL papers/assignments or we can discuss them in office hours. **Only hard/paper copies will be accepted. I will not print out papers for you nor accept electronic copies as a way of meeting the deadline.**

**POLICIES**

**Plagiarism/ Academic Dishonesty** *Plagiarism* is a form of stealing. It occurs when an author uses the words or ideas of others as if they were the author's own original thought. (It may include word-for-word copying, interspersing one's own words with another's, paraphrasing, inventing or counterfeiting sources, submitting another's work as one's own, neglecting quotation marks on material that is otherwise acknowledged.) Plagiarism is often unintentional. It can be avoided by always acknowledging one's debt to others by citing the exact source of a quotation or paraphrase. Since plagiarism is such a serious violation of academic honesty, the PENALTY for it will be an AUTOMATIC F FOR THIS COURSE.

*Academic dishonesty* is the intentional disregard of course or university rules. This may include (but is not limited to) collaborating with others when rules forbid or using sources/experts not permitted by an assignment. The CU handbook has a more complete description of plagiarism and academic dishonesty.

**Access, Disability, Communication:** The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, TTY 303-556-4766, FAX 303-556-2074. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. [DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.]

**Students called for military duty:** If you are a student in the military with the potential of being called to military service and /or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.

**Course Communication:** In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I'll do through individual and group email messages. **One of the requirements for this course is that you maintain an email address, check it regularly for messages, be sure it is working, and let me know if you change your email address.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or calling me.

**Civility and Technology:** Turn off beepers and cell phones during class. Text messaging, web surfing, and other electronic distractions may result in expulsion from class and will be counted as an absence and against

the class "participation" grade. **Students who are speaking deserve your attention and respect as much as I do. Listen to one another.** Adherence to the Student Conduct Code is expected.

### **CONTACT INFORMATION AND OFFICE HOURS**

**Phone :** 303-556-8558

**Canvas course site:** [ucdenver.instructure.com](http://ucdenver.instructure.com)

**E-mail:** [david.hildebrand@ucdenver.edu](mailto:david.hildebrand@ucdenver.edu)

**Website:** [davidhildebrand.org](http://davidhildebrand.org)

**Office:** Plaza M108

**Hours** T/Th 11:00 - 1200 p.m. or by appointment.

**Purpose of office hours:** I *strongly* encourage you to participate by dropping by during office hours. We can talk about the class readings and lectures, exams and papers, your progress, or just philosophy in general.

Note: If you are a student with a disability, I will make myself available to discuss appropriate academic accommodations. Before accommodations will be made, you may be required to provide documentation.

**Students with disabilities** will be accommodated. Students with disabilities are required to register disabilities with the UCD Disability Services Office, and are responsible for requesting reasonable accommodations at the beginning of the term.

**NOTE: ALL COURSE REQUIREMENTS SUBJECT TO CHANGE AT DISCRETION OF THE INSTRUCTOR.**

# Course Schedule of Readings and Assignments

(A rough guide—I will update you in class and on Canvas as to where exactly we are)

Day	Date	Readings and Assignments	Notes/Themes for the Day
		<ul style="list-style-type: none"> <li>• ONLINE = found on Canvas</li> <li>• POW = <i>Pragmatism and Other Writings</i></li> <li>• RIP = <i>Reconstruction in Philosophy</i></li> <li>• PSH = <i>Philosophy and Social Hope</i></li> </ul>	
<b>JANUARY</b>			
T	1/19	Introduction	Suggested pre-class assignment: Watch lecture by Richard Bernstein: <a href="http://www.youtube.com/watch?v=gtc2SdIWerc">http://www.youtube.com/watch?v=gtc2SdIWerc</a> [ONLINE]
Th	1/21	Emerson, “The American Scholar” [ONLINE]	Famous lecture by R.W. Emerson effectively declaring American intellectual independence from European forebears.
T	1/26	(a) Descartes <i>Meditations 1-3</i> , [ONLINE] (b) Handout: “Cartesian Doctrines Peirce Rejected” [ONLINE]	<b>The Cartesian Foe.</b> We will begin by examining key sections of Descartes’ <i>Meditations as well as</i> Peirce’s attack on this approach to philosophy. Especially targeted is the reliance on individualistic introspection (as an adequate method for gaining knowledge of mental states) and the claim that certain knowledge can be founded upon the “intuitive” knowledge such a method supposedly provides.
Th	1/28	(a) Anderson, “Peirce and Cartesian Rationalism” [ONLINE] (b) Peirce: “Some Consequences” [ONLINE] (b) Review “Cartesian Doctrines Peirce Rejected Summary” [ONLINE]	<b>Peirce v. Descartes.</b> Peirce’s sustained attack on Cartesianism. Note: The Peirce paper is a very difficult; read the Anderson and skim Peirce to gauge his general attack on Cartesianism and leave it at that. As one might expect, these writings are not purely critical; present here are Peirce’s early views regarding scientific method, reality, and his claim that all thoughts are signs.
<b>FEBRUARY</b>			
T	2/2	Peirce: “The Fixation of Belief” [ONLINE]  <i>Recommended:</i> Hookway, “Peirce and Scepticism,” Chapter 1 to <i>Pragmatic Maxim</i> book. [ONLINE]	<b>Peirce.</b> Peirce’s positive answer to Descartes regarding the proper method for finding knowledge, or “fixing belief” results in his pragmatic principle. This principle is presented as a way to clarify the meaning not only of scientific concepts, but of philosophical ones (“truth”, “reality”) as well. In direct opposition to the correspondence (or “spectator”) view of knowledge, Peirce argues that knowledge is more profitably conceived as “inquiry.” Unlike “knowledge,” inquiry is a process that is situated, fallible, and appraised by consequences, and “truth” is best seen as regulative ideal which serves as a lure for our hypothesizing. (continued)

Th	2/4	Peirce: "Fixation of Belief" (continued); plus, "How to Make Our Ideas Clear" [ONLINE]  <i>Recommended:</i> Hookway, Chapter 9 in <i>Pragmatic Maxim</i> , "The Principle of Pragmatism Peirce's Formulations and Examples" [ONLINE]	<b>Peirce.</b> Inquiry, Peirce argues, is social; it proceeds not by isolated, individual deductions but by communal activities such as experiment, discussion, and induction.
T	2/9	(a) Pihlström "Peirce's Place in the Pragmatist Tradition" from Cambridge Companion to Peirce, PDF ONLINE (b) <i>Recommended:</i> Peirce 1897 "Autobiographical note." [ONLINE]	<b>Peirce:</b> Reviewing and discussing Peirce readings so far. Taking stock of Peirce as pragmatist. Nice little summary from <i>On Peirce</i> (by Cornelis de Waal) "For Peirce, pragmatism was a "method of ascertaining the meanings of hard words and of abstract concepts" (EP2:400). What do we mean by words like "mammal," "simultaneity," "electron," or "substance"? Ever since Descartes, philosophers had pointed out that we should ensure that such words represent clear and distinct ideas...Peirce objected that this criterion of clear and distinct ideas is insufficient, and...his 1878 paper [offers a] criterion [the pragmatic maxim which] states that any conception that is used in philosophy, religion, or otherwise, cannot mean anything other than the totality of the practical consequences we can conceive the object of that conception to have."
Th	2/11	(a) McDermott, Brief Introduction to James (from Stuhr anthology) [ONLINE] (b) "Habit" from <i>Principles of Psychology</i> ; [ONLINE]  <i>Recommended</i> (longer) biographical sketch: John McDermott "James: Person Process and the Risk of Belief" [ONLINE]	<b>James.</b> Introduction to William James: scientist, artist, philosopher, and cosmopolitan intellectual. We'll look at some introductory overviews and some early writings on habit which would prove to be important for his philosophical work and for pragmatism.
T	2/16	(a) "World of Pure Experience" [ONLINE]	<b>James's</b> "radical empiricism" and his view of experience.
Th	2/18	James, <i>Pragmatism</i> , Ch 1 [POW]	<b>James</b> introduction to his theory of pragmatism and its application to various philosophical problems, which he claims it can dissolve.
T	2/23	James, <i>Pragmatism</i> , Ch 2 [POW]	<b>James.</b>
Th	2/25	James, <i>Pragmatism</i> , Ch, 3 [POW]	<b>James</b>  <b>Take home exam #1 questions given out in class.</b>
<b>MARCH</b>			
T	3/1	James, <i>Pragmatism</i> , Ch 6 [POW]  Hilary Putnam, "James Theory of Truth" [ONLINE]	<b>James's</b> pragmatic theory of truth and knowledge. Putnam's piece is helpful: a contemporary pragmatist's interpretation of James' theory of truth.

Th	3/3	<b>NO CLASS — READING DAY.</b> Please read for next class: (a) Clifford, “The Ethics of Belief” [ONLINE]	W.K. Clifford’s argument that one is morally wrong to believe something as true on insufficient evidence. James will take aim at this in “The Will to Believe.”
T	3/8	(a) “The Will to Believe” [POW]; (b) Review: Clifford, “The Ethics of Belief” [ONLINE]  <b>MIDTERM DUE; deadline for 1st batch of short papers.</b>	<b>James. After we review Clifford briefly, we will discuss</b> James’ rebuttal to Clifford and his influential presentation of an ethics of belief which makes room for religious faith.  <b>Course Midpoint: (a) last of 5 Short Papers due by end of this class; (b) MIDTERM DUE</b>
Th	3/10	(a) Rorty, “Religious Faith, Intellectual Responsibility and Romance” [PSH] (b) Review “The Will to Believe” [POW] and Clifford, “The Ethics of Belief” [ONLINE]	<b>James.</b> Continuation of James’ WTB plus Rorty’s take on the Clifford/James contest
T	3/15	(a) John Dewey, Ch 1, 2 [RIP]  *** <i>Recommended:</i> Hildebrand, Cambridge (b) Companion to Pragmatism piece on Dewey (ONLINE), (c) Hildebrand, Chapter, "Introduction," from <i>Dewey: A Beginner's Guide</i> [ONLINE]	<b>Dewey.</b> Overview of how philosophy has changed over millennia, especially the turn during the modern period which conceived of knowledge as a new kind of power.
Th	3/17	John Dewey, Ch 3 [RIP]  <i>Recommended:</i> Hildebrand, Chapter, "Inquiry, " from <i>Dewey: A Beginner's Guide</i> (Oneworld Press, 2008) [ONLINE]	<b>Dewey.</b> Transformation of both science and philosophy in a world which is dynamic, changing, evolving.
TTh	3/22 & 24	<b>SPRING BREAK</b>	
T	3/29	John Dewey, Ch 4 [RIP]  <i>Recommended:</i> Hildebrand, Chapter, "Experience," from <i>Dewey: A Beginner's Guide</i> [ONLINE]	<b>Dewey.</b> Changing conceptions of reason and experience in this new, dynamic model. Critique of a variety of past schools of philosophy.
Th	3/31	(a) Review: John Dewey, Ch 4 [RIP] (b) Hildebrand, “The Paramount Importance of Situations and Experience in Dewey’s Democracy and Education” [online]	<b>Dewey.</b> Continuing our investigation of “experience” as a central idea in Dewey's philosophy, especially as it pertains to educational methods.
<b>APRIL</b>			
T	4/5	John Dewey, <i>Reconstruction</i> , Ch 5, 6 [RIP]	<b>Dewey.</b> Change to ideas of reality and logical notions of truth once the hypothetical and fallible bases of philosophy are assumed.
Th	4/7	John Dewey, <i>Reconstruction</i> , Ch 7 [RIP]  <i>Recommended:</i> Hildebrand, "Morality, " from <i>Dewey: A Beginner's Guide</i> [ONLINE]	<b>Dewey.</b> Morality as both dynamic and situated, rather than categorical and principle-bound.

T	4/12	(a) Rorty, "Intellectual Autobiography" [ONLINE]; (b) "Trotsky and the Wild Orchids" [PSH]	<b>Rorty.</b> Introduction to one of the most influential philosophers of the last 100 years and an extraordinarily important force in world-wide revival of interest in Dewey, James, and pragmatism, generally.
Th	4/14	(a) "Relativism: Finding and Making" [PSH]	<b>Rorty.</b> Rorty reviews his basic, antifoundationalist and antirealist approach and how he defends it against the charge of "relativism."
T	4/19	Pratt/McKenna, "American Philosophy from Wounded Knee" selection [ONLINE]	<b>Pratt (Native American Pragmatism).</b> Introduction to what is sometimes called "Native American Pragmatism", a reading our guest speaker this semester, Scott Pratt, U. of Oregon
Th	4/21	Pratt, "Pratt-Indigenous Agencies" [ONLINE]  <b>PLEASE ATTEND HIS LECTURE TODAY. DETAILS TBA.</b>	<b>Pratt (Native American Pragmatism).</b> A second piece by Pratt concerning different theories of agency and how these can affect groups not presumed within the "liberal" philosophical paradigm.
T	4/26	Seigfried, "Validating Women's Experience Pragmatically," <i>Philosophy and the Reconstruction of Culture: Pragmatic Essays After Dewey</i> , John Stuhr (ed.), Albany: State University Press.	<b>Seigfried (Feminist Pragmatism).</b> Applying pragmatism to feminism, with special attention to the question: Does the "experience" of being feminine or a woman make a difference to arguments about ethics and fairness in the larger social sphere?
Th	4/28	(a) Rorty, "Truth without Correspondence to Reality." [PSH]; (b) Rorty, "A World without Substances or Essences." [PSH]	<b>Rorty's</b> neopragmatist theory of truth and his description of how to philosophically describe the world without using metaphysics.
<b>MAY</b>			
T	5/3	(a) Rorty, "Ethics without Principles." (Ch. 4 in <i>Social Hope</i> .) [PSH] (b) "Religion as Conversation-Stopper" [PSH]	<b>Rorty's</b> anti-realist approach to ethics. Rorty's criticisms of faith and religious approaches to ethical and political questions, especially.  <b>TAKE HOME FINAL: QUESTIONS OUT</b>
Th	5/5	(a) Bernstein, "Prologue" in <i>The Pragmatic Turn</i> [ONLINE]	<b>Wrap up.</b> Some final, synoptic thoughts on a century-plus of pragmatism.  <b>Last Day to turn in Short Papers for 2nd half.</b>
Th	5/12	<b>TAKE HOME FINAL EXAM DUE</b>	<b>TAKE HOME FINAL EXAM DUE</b>

## Spring 2016 CLAS Academic Policies

The following policies, procedures, and deadlines pertain to all students taking classes in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar:

<http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx>

- **Schedule verification:** It is each student's responsibility to verify that their official registration and schedule of classes is correct in their Passport ID portal before classes begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds or drops. Access to a course through Canvas is not evidence of official enrollment.
- **E-mail:** Students must activate and regularly check their official CU Denver e-mail account for university related messages.
- **Administrative Drops:** Students may be administratively dropped from a class if they never attended or stopped attending, if the course syllabus indicates that the instructor will do this. Students may be administratively dropped if they do not meet the requisites for the course as detailed in course descriptions.
- **Late adds and late withdrawals** require a written petition, verifiable documentation, and dean's approval. CLAS undergraduate students should visit the CLAS Advising Office (NC1030) and graduate students should visit the Graduate School (12<sup>th</sup> floor LSC) to learn more about the petition process and what they need to do to qualify for dean's approval.
- **Waitlists:** The Office of the Registrar notifies students at their CU Denver e-mail account if they are added to a class from a waitlist. Students are not automatically dropped from a class if they never attended, stopped attending, or do not make tuition payments. After waitlists are purged, students must follow late add procedures to be enrolled in a course. Students will have access to Canvas when they are on a waitlist, but this does not mean that a student is enrolled or guaranteed a seat in the course. Students must obtain instructor permission to override a waitlist and this is only possible when there is physical space available in a classroom, according to fire code.

## Important Dates and Deadlines

*All dates and deadlines are in Mountain Time (MT).*

- **January 19, 2016:** First day of classes.
- **January 24, 2016:** Last day to add or waitlist a class using the Passport ID portal.
- **January 24, 2016:** Last day to drop a class without a \$100 drop charge--this includes section changes.
- **January 25, 2016:** All waitlists are purged. Students should check their schedules in their Passport ID portal to confirm in which classes you are officially enrolled.
- **January 26-February 3, 2016, 5 PM:** To add a course students must obtain instructor permission using the *Instructor Permission to Enroll Form* and bring it to the CLAS Advising Office (NC 1030) or have their instructor e-mail it to [CLAS\\_Advising@ucdenver.edu](mailto:CLAS_Advising@ucdenver.edu).
- **February 3, 2016: Census date.**
- **2/3/16, 5 PM:** Last day to add full term classes with instructor approval. Adding a class after this date (late add) requires a written petition, verifiable documentation, and dean's approval. After this date, students will be charged the full tuition amount for additional classes added – College Opportunity Fund hours will not be deducted from eligible student's lifetime hours.
- **2/3/16, 5 PM:** Last day to drop full term classes with a financial adjustment on the Passport ID portal. After this date, withdrawing from classes requires instructor signature approval and will appear on student's transcript with a grade of 'W'. After this date, a complete withdrawal (dropping all classes) from the term will require the signature of the dean and no tuition adjustment will be made. Students should consult appropriate service offices (e.g. international status, Financial Aid (loans, grants, and/or scholarships) or Veteran's Student Services) before withdrawing from course(s) to determine any impact for continued enrollment and funding.
- **2/3/16, 5 PM:** Last day to apply for Spring 2016 graduation. Undergraduates must make an appointment and see their academic advisor before this date to apply. Graduate students must complete the Intent to Graduate and Candidate for Degree forms.
- **2/3/16, 5 PM:** Last day to request No Credit or Pass/Fail grade for a class using a schedule adjustment form.
- **2/3/16, 5 PM:** Last day to petition for a reduction in Ph.D. dissertation hours.
- **February 4-April 4, 2016, 5 PM:** To withdraw from a course, students must obtain instructor permission using the *Schedule Adjustment Form* and must bring the signed form to the Office of the Registrar. To add a course, students must petition through College/School undergraduate advising offices or the Graduate School, as appropriate.
- **March 21-27, 2016:** Spring break- no classes, campus open.
- **April 5, 2016:** The Office of the Registrar now requires both the instructor's signature and a CLAS advisor's/dean's signature on a Schedule Adjustment Form to withdraw from a class. Students should consult their home college advising office for details.
- **April 18, 5 PM:** Deadline for undergraduate CLAS students to withdraw from a course without filing a late withdrawal petition. Contact CLAS Advising (NC 1030 – 303-556-2555).
- **May 14, 2016:** End of semester.
- **June 24, 2016:** Final grades available on the Passport ID portal and on transcripts (tentative).

*Please contact an academic advisor if you have questions or concerns.*